

Readings in English

First Year, English Section

**First Semester
Fall 2011**

Academic Writing

Contents

Introduction

vi

Part 1:		
The Writing Process		1
Student introduction		1
1. Background to writing	Writing Foundations	3
2. Developing plans from titles		6
3. Evaluating a text	Reading and Note-Making	9
4. Understanding purpose and register		12
5. Selecting key points		15
6. Note-making		18
7. Paraphrasing		21
8. Summary writing		23
9. Combining sources		26
10. Planning a text	Writing Stages	29
11. Organising paragraphs		32
12. Organising the main body		36
13. Introductions		39
14. Conclusions		42
15. Re-reading and re-writing		45
16. Proof-reading		48
Part 2:		
Elements of Writing		51
Student introduction		51
1. Cause and effect	Flooding <i>results from</i> heavy rain	53
2. Cohesion	The former/the latter	55
3. Comparisons	His work is <i>more interesting</i> than hers	57
4. Definitions	An assignment is a task given to students ...	60
5. Discussion	Benefits and drawbacks	62
6. Examples	Many departments, <i>for instance</i> medicine,	65
7. Generalisations	Computers are useful machines	67
8. Numbers	The <i>figures</i> in the report ...	70
9. References and quotations	As Donner (1997) pointed out	73
10. Style	It is generally agreed that ...	76
11. Synonyms	Interpretation/explanation	79
12. Visual information	Graphs, charts and tables	81

Part 3:		
Accuracy in Writing		85
Student introduction		85
1. Abbreviations	i.e./WTO	87
2. Adverbs	currently/eventually	89
3. Articles	a/an/the	91
4. Caution	Poor education <i>tends to</i> lead to crime	93
5. Conjunctions	furthermore/however	95
6. Formality in verbs	speed up/accelerate	98
7. Modal verbs	may/could/should	100
8. Nationality language	Spain/Spanish	102
9. Nouns and adjectives	efficiency/efficient	104
10. Nouns: countable and uncountable	business/businesses	106
11. Passives	The gases <i>were discovered</i>	108
12. Prefixes and suffixes	undergraduate/graduate	110
13. Prepositions	The purpose <i>of</i> this paper ...	113
14. Prepositions after verbs	concentrate <i>on</i>	115
15. Punctuation	' ? :	117
16. Referring verbs	Martins (1975) <i>claimed</i> that ...	119
17. Relative pronouns	that/which	121
18. Singular/ plural	The team is/are	123
19. Tenses	Few scientists dispute/have disputed	125
20. Time words and phrases	<i>since</i> the nineteenth century	128
Part 4:		
Writing Models		131
Student introduction		131
1. Formal letters	Letter layout and letters of application	133
2. CVs	Layout and phrasing of a curriculum vitae	135
3. Designing and reporting surveys	Survey reports and questionnaire design	137
4. Comparison essay	A comparison of classroom learning with internet-based teaching	139
5. Discursive essay	Education is the most important factor in national development – Discuss	141
Writing Tests		143
Answers		146
Sources		191

Introduction

Academic Writing is designed for anybody who is studying (or planning to study) at English-medium colleges and universities and has to write essays and other assignments for exams or coursework. International students especially find the written demands of their courses extremely challenging. On top of the complexity of the vocabulary of academic English they have to learn a series of conventions in style, referencing and organisation.

Academic Writing is a flexible course that allows students to work either with a teacher or by themselves, to practise those areas which are most important for their studies. Many students find that they have very limited time to prepare for their courses, and that writing is only one of several skills they need to master. The structure of the book has been made as simple as possible to allow users to find what they want quickly.

The course is organised to provide maximum hands-on practice for students. Skills are developed from writing at the paragraph level, through organising the various sections of an essay, to discussing statistics and describing charts. This book is divided into four parts:

- 1) *The Writing Process* guides students from the initial stage of understanding an essay title, through reading and note-making, to the organisation of an essay and the final stage of proof-reading.
- 2) *Elements of Writing* deals with the key skills that are needed for all types of assignments, such as making definitions and giving references, and is organised alphabetically.
- 3) *Accuracy in Writing* gives remedial practice in those areas that students tend to find most confusing, such as definite articles and relative pronouns, again in alphabetical order.
- 4) *Writing Models* gives examples of the types of writing that students commonly need, including letters and survey reports.

All units are cross-referenced and a comprehensive key is provided at the end. There is also a *Writing Tests* section for assessing level and progress.

Although every effort has been made to make *Academic Writing* as useful and accurate as possible, if students or teachers have any comments, criticisms or suggestions I would be very pleased to hear from them.

Stephen Bailey
academicwriting@beeb.net

Instructions to students are printed like this:

Complete the sentences with suitable words from the box below.

Cross-references in margins look like this:



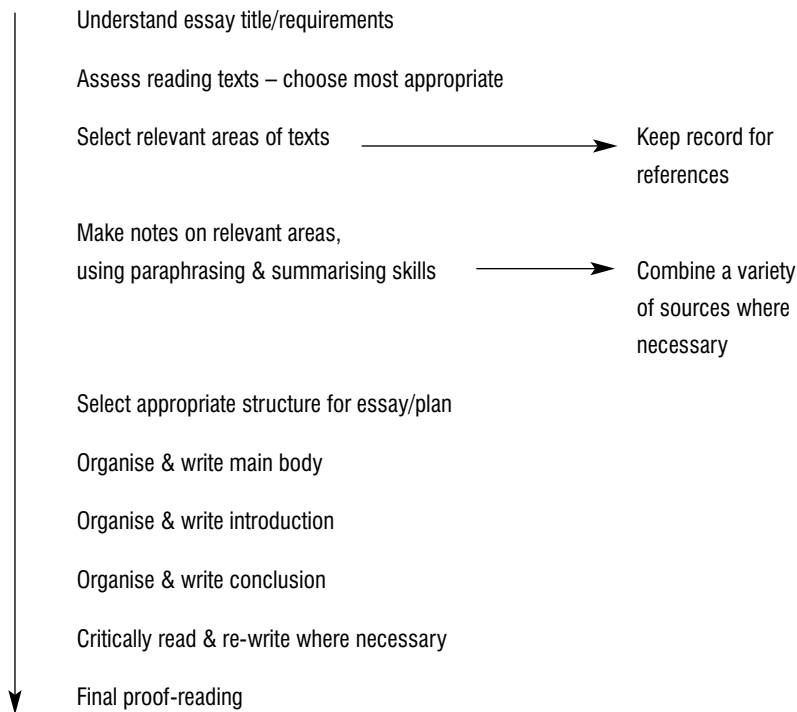
This means: refer to the unit on synonyms in Part 2 (Unit 11).

1. The Writing Process

Student Introduction

Most academic courses in English-medium colleges and universities use essays to assess students' work, both as coursework, for which a deadline one or two months ahead may be given, and in exams, when an essay often has to be completed in an hour.

The process of writing essays for coursework assignments can be shown in a flowchart:



Part 1, *The Writing Process*, examines each of these stages in turn. If students are concerned only with preparing for exam writing they could omit the reading and note-making stages, but if they have sufficient time they should work through every unit, preferably in the order given, for each stage builds on the previous one.

Although it is essential to understand the basic writing process, at the same time it will be useful to be aware of the elements which contribute to good academic writing. When practising note-making, for example, it is helpful to be aware of the conventions of referencing, and so students should use the cross-reference boxes to look at the unit on *References and Quotations* in Part 2.

1. Background to Writing

Some of the terms used to describe different types of writing assignments can be confusing. In addition, students need to be clear about the basic components of written texts. This unit provides an introduction to these topics.

1. Students may have to produce various types of written work as part of their courses.

Complete the table to show the main purpose of the following, and their usual approximate length.

Type	Purpose	Length
letter	for formal and informal communication	usually less than 500 words
notes		
report		
project		
essay		
thesis/dissertation		
article/paper		

2. Organisation of texts.

- a) *Explain the following terms in italic:*

Shorter texts, e.g. essays, are normally organised in the form:

Introduction > Main Body > Conclusion

Longer texts, e.g. dissertations and articles, may include (depending on subject area):

Abstract > Contents > Introduction > Main Body > Case Study >

Discussion > Findings > Conclusion > Acknowledgements >

Bibliography/References > Appendices

Books may also contain:

Dedication > Foreword > Preface > Index

- b) *Match the definitions below to one of the terms in (2a).*

- i) Short summary (100–200 words) of the writer's purpose and findings (.....)
- ii) Section where various people who assisted the writer are thanked (.....)
- iii) Final part where extra data, too detailed for the main text, are stored (.....)
- iv) List of all the books that the writer has consulted (.....)
- v) Section looking at a particular example relevant to the main topic (.....)
- vi) Introductory part of book which may give the writer's motives (.....)
- vii) Alphabetical list of all topics in the text (.....)

cross reference	
3.1	Abbreviations
2.9	References and Quotations
3.15	Punctuation

3. Other text features.

Abbreviations are often used to save space:

Call Centres (CCs) feature prominently in the technology mix.

Italic is used to show titles and words from other languages:

Where once the titles of *Armchair Theatre* and *The Wednesday Play* celebrated ...

Squatter housing (called *gecekondu* in Turkish) ...

Footnotes are used to indicate references at the bottom of the page:

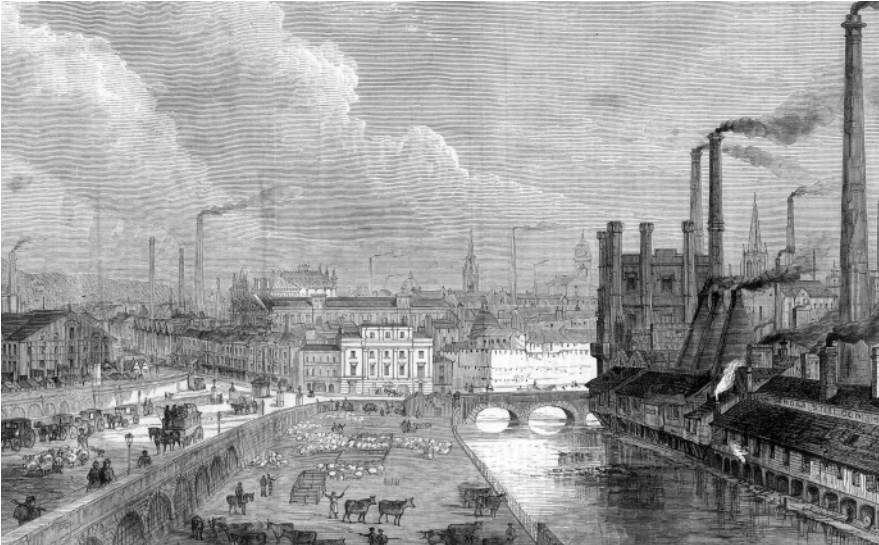
In respect of Singapore the consensus is that the government has made a difference.³

Endnotes are given to show references at the end of the article or chapter:

The market for masonry construction may be divided into housing and non-housing sectors [1]

Quotation marks are used to draw attention to a phrase, perhaps because it is being used in an unusual or new way:

The research shows that the ‘pains of imprisonment’ for women are...



4. All types of writing consist of a number of key elements.

Label the items in the text.

- a) THE ORIGINS OF THE INDUSTRIAL REVOLUTION
- b) Introduction
- c) *It is generally agreed* that the Industrial Revolution began in Britain during the eighteenth century, with significant developments in the iron, steel and textile industries. But it is less clear what caused this sudden increase in production in key areas; different writers have examined the availability of capital, the growth of urban populations and the political and

- d) religious climate. *All of these may have played a part, but first it is necessary to consider the precise nature of what is meant by 'Industrial Revolution'.*
- e) *Industry had existed for thousands of years prior to the eighteenth century, but before this time society as a whole remained agricultural. With the arrival of the ironworks and cotton mills whole towns were dominated by industrial activity. At the same time, agriculture itself went through significant changes which produced more food for the growing urban population.*

cross reference

- 1.11 Organising Paragraphs
1.12 Organising the Main Body

- 5. Why are all texts divided into paragraphs? How long are paragraphs?**
Read the following text, from the introduction to an essay, and divide it into a suitable number of paragraphs.

INVESTMENT

Most people want to invest for the future, to cover unexpected financial difficulties and provide them with security. Different people, however, tend to have different requirements, so that a 25-year-old just leaving university would be investing for the long-term, whereas a 60-year-old who had just retired would probably invest for income. Despite these differences, certain principles apply in most cases. The first issue to consider is risk. In general, the greater the degree of risk in investment, the higher the return. Shares, for example, which can quickly rise or fall in value, typically have a higher yield than bonds, which offer good security but pay only about 5%. Therefore all investors must decide how much risk is appropriate in their particular situation. Diversification must also be considered in an investment strategy. Wise investors usually seek to spread their investments across a variety of geographical and business sectors. As accurate predictions of the future are almost impossible, it is best to have as many options as possible. A further consideration is investor involvement. Some investors opt for a high degree of involvement and want to buy and sell regularly, constantly watching the markets. Others want to invest and then forget about it. Personal involvement can be time-consuming and worrying, and many prefer to leave the management of their portfolios to professional fund managers.

2. Developing Plans from Titles

Most written work begins with a title, and students must be quite clear what question the title is asking before starting to plan the essay and read around the topic. This unit deals with analysing titles and making basic plans.

1. When preparing to write an essay, it is essential to identify the main requirements of the title. You must be clear about what areas your teacher wants you to cover. This will then determine the organisation of the essay. For example:

Academic qualifications are of little practical benefit in the real world – Discuss.

Here the key word is *discuss*. Discussing involves examining the benefits and drawbacks of something.

Underline the key words in the following titles and consider what they are asking you to do.

- a) Define Information Technology (IT) and outline its main applications in medicine.
- b) Compare and contrast the appeal process in the legal systems of Britain and the USA.
- c) Evaluate the effect of mergers in the motor industry in the last ten years.
- d) Trace the development of primary education in Britain. Illustrate some of the issues currently facing this sector.

Note that most of the titles above have *two* terms in the title. You must decide how much importance to give to each section of the essay (e.g. title (a) might demand 10% for the definition and 90% for the outline).

2. The following terms are also commonly used in essay titles.

Match the terms to the definitions on the right.

Analyse	Give a clear and simple account
Describe	Make a proposal and support it
Examine	Deal with a complex subject by giving the main points
State	Divide into sections and discuss each critically
Suggest	Give a detailed account
Summarise	Look at the various parts and their relationships

cross reference

1.10 Planning a Text
2.5 Discussion

3. Almost all essays, reports and articles have the same basic pattern of organisation:

Introduction
Main body
Conclusion

The structure of the main body depends on what the title is asking you to do. In the case of a **discuss** type essay, the main body is often divided into two parts, one looking at the advantages of the topic and the other looking at the disadvantages.

A plan for the first example might look like this:

Academic qualifications are of little practical benefit in the real world – Discuss.

Introduction	variety of different qualifications different methods of assessment
Benefits	international standards for professions, e.g. doctors students have chance to study latest theories qualifications lead to better salaries and promotion
Drawbacks	many successful people don't have qualifications many qualified people don't have jobs
Conclusion	qualifications are useful but not guarantees of success

4. Write a plan for one of the titles in (1).

title	
introduction	
main body	
conclusion	

5. Teachers often complain that students write essays that do not answer the question set.

Consider the following titles and decide which sections should be included in each essay.

- a) Describe the growth of the European Union since 1975 and suggest its likely form by 2010.
 - A short account of European history 1900–2000
 - An analysis of candidates for membership before 2010
 - A discussion of the current economic situation in Europe
 - An outline of the enlargement of the EU between 1975 and now
- b) Summarise the arguments in favour of privatisation and evaluate its record in Britain.
 - A case study of electricity privatisation
 - An analysis of less successful privatisations
 - A study of major privatisations in the UK
 - A discussion of the benefits achieved by privatisation
- c) To what extent is tuberculosis (TB) a disease of poverty?
 - A definition of TB



A report on the spread of TB worldwide
 A case study showing how TB relates to social class
 A discussion of new methods of treating the disease

- d) Nursery education is better for children than staying at home with mother – Discuss.

A study of the growth of nurseries since 1995
 A report on the development of children who remain at home until five
 A discussion comparing speaking ability in the two groups of children
 An outline of the increase of women in the labour market since 1960

- e) Compare studying in a library with using the internet. Will the former become redundant?

The benefits of using books
 The drawbacks of internet sources
 Predicted IT developments in the next 15 years
 An outline of developments in library services since 1945

6. *Underline the key terms in the following titles and decide what you are being asked to do.*

Example:

Relate the development of railways to the rise of nineteenth-century European nationalism.

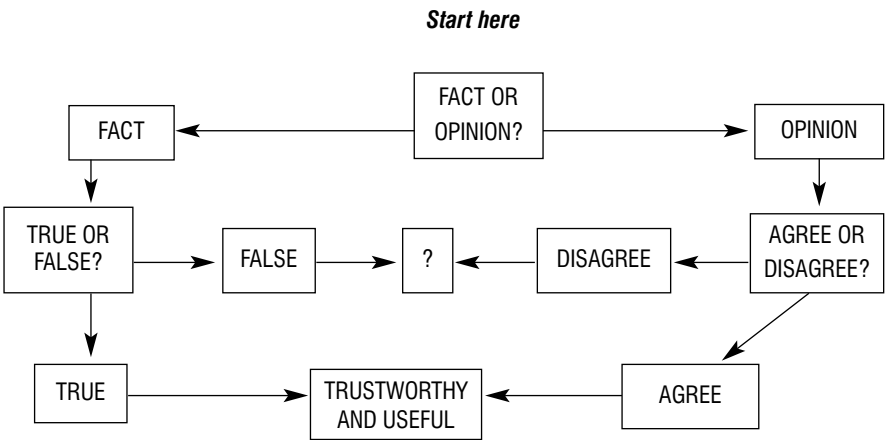
Relate means to link one thing to another. The title is asking for links to be made between the growth of railways in Europe in the nineteenth century and the political philosophy of nationalism. The writer must decide if there was a connection or not.

- a) Identify the main causes of rural poverty in China.
- b) Calculate the likely change in coffee consumption that would result from a 10% fall in the price of coffee beans.
- c) Classify the desert regions of Asia and suggest possible approaches to halting their spread.

3. Evaluating a Text

Having understood the title and made an outline plan, your next step is probably to read around the subject. Although you may be given a reading list, it is still vital to be able to assess the usefulness of journal articles and books. Time spent learning these skills will be repaid by saving you from using unreliable or irrelevant materials.

1. When reading a text, it is important to ask yourself questions about the value of the text. Is this text fact or opinion? If fact, is it true? If opinion, do I agree? Can this writer be trusted? These questions can be shown in a diagram:



2. Read the following sentences and decide first if they are fact or opinion. Then decide if the factual sentences are true, and if you agree with the opinions in the other sentences.

	Opinion or fact?	Agree or disagree?	True or false?
a) The USA has the biggest economy in the world			
b) Shakespeare wrote textbooks			
c) Shakespeare was a great writer			
d) Smoking can be dangerous			
e) Too many people (32%) smoke in Britain			
f) 95% of criminals cannot read			
g) Poor education causes 75% of crime			



3. It can be seen that even short sentences can contain a mixture of fact and opinion. Most longer texts, of course, consist of both.

Read the following and underline facts (_____) and opinions (~~~~~).

- Britain has one of the highest crime rates in the world.
- A robbery takes place every five seconds. A car is stolen every minute. Clearly, criminals are not afraid of the police.
- Even if they are caught, few criminals ever appear in court.
- Most of those who are found guilty are let off with a tiny fine.
- To restore law and order, we need many more police and much tougher punishments.

4. The previous sentences can be evaluated as follows:

- Fact, but only partly true. Britain does not have one of the highest overall crime rates in the world. For some crimes, e.g. car crime, the rate is high, but other countries, e.g. South Africa and the USA, have much higher rates of violent crime.
- These facts may or may not be true, but it is not clear from them that criminals are unafraid of the police.
- Fact, but not true. A significant number of those arrested are charged and later prosecuted.
- This statement is vague. A fine is not *letting off*. What is meant by *tiny*?
- This is a half-truth. More police would probably help reduce crime, but it is not clear if stronger punishments would have that result.

From this it can be seen that even if the facts are correct, the opinions that are expressed may not be reliable. The evaluation above would suggest that the writer of the original text could not be trusted, and it would be better to look for another source.

5. *Evaluate the following passages in a similar way. First underline facts and opinion, then decide if the text as a whole is trustworthy.*

- Every year large numbers of students travel abroad to study at university. Most of them spend thousands of pounds on their degree courses. The cost of travel and accommodation adds significantly to their expenses. But they could save a lot of money by studying their courses online, using the internet and email. Increasing numbers of universities are offering tuition by the internet, and this has many advantages for students. In the future most students are likely to stay at home and study in front of a computer.
- London is an ideal city for young students. Britain's lively capital, with a population of two million, is the perfect place to live and study. Cheap, comfortable accommodation is always available, and transport is provided by the clean and reliable underground system. Another advantage is the friendly citizens, who are well-known for their custom of stopping to chat with strangers. Overall, London is probably the best place in the world to study English.

- c) A leading academic has claimed that European unemployment has been made worse by high rates of home ownership. He argues that the growing trend towards owner-occupation is the best explanation for the high rates of unemployment in Europe. This, he argues, is because home owning makes people more reluctant to move if they lose their job. His research suggests that a strong private rented sector is the key to low unemployment. For example, Ireland, where only 9% rent their homes, has an unemployment rate of 8%. At the other extreme, Switzerland has a rental rate of 60%, but only 3% are unemployed.
- d) Global warming affects most people in the world, especially those living in low-lying areas near the sea. It has been predicted that the melting of polar ice may cause the sea to rise by as much as twelve metres by 2050. This would cause flooding in many major coastal cities, such as Tokyo. It has been suggested that the best solution to this problem may be for mankind to become amphibious, like frogs. It is argued that life was originally found in the sea, and so it would merely be a return to our original habitat.
- e) There is shocking new evidence of the effects of heavy alcohol consumption by young people. In Britain in 2000 nearly 800 people under 44 died from cirrhosis of the liver, a condition which is mainly caused by excess drinking. This is over four times higher than the number in 1970. As a result, the government is studying the possibility of compulsory health warnings on alcohol advertising. The growing problem seems to be due to 'binge' drinking among the young, when drinkers deliberately set out to get drunk.

4. Understanding Purpose and Register

Having decided that a text is reliable, a student must read and understand as much as necessary for the needs of the essay. Understanding a text is not just a matter of vocabulary; the reader needs to find out the writer's intentions. Is the writer aiming to inform, persuade, describe or entertain? The answer to this question may affect the way a student uses the material.



1. Compare the two extracts below:

- a) Rebus College is seeking candidates for the position of Treasurer. As the Chief Financial Officer of the College, the Treasurer is responsible for working with the senior administration and Trustees to develop and implement a financial strategic vision for the College.
- b) Are you wondering what to do with that jumper you were given for Christmas that's two sizes too small – or worse, the personal stereo that simply doesn't work? Well, don't worry. Chances are, you'll be able to get your dud gifts swapped, fixed or get a refund. And, armed with our guide to your rights, you'll be able to get any defective products sorted.

The first extract is written to **inform** the reader about a job vacancy and to give information about the work. The second aims to **persuade** the reader to buy the guide described. The language style, or register, of the extracts is also very different. The first uses very formal vocabulary such as *seeking, position and implement*. The second uses an informal tone, the pronoun *you*, the question form and informal vocabulary such as *dud* and *swapped*.

2. Read the following extracts and complete the table using one or two of the following: **inform/amuse/persuade/entertain**.

Text	Purpose
a	
b	
c	

- a) The lower you are in the office hierarchy, the more disgusting your sandwiches. You can safely assume that a chicken and banana man is not a main board director. Some people, generally those in accounts, have had the same sandwich for the past 30 years. People like to prove how busy they are by eating their sandwich at their desk. But this is counter-productive, because every time you take a mouthful the phone rings, and you'll only get to finish that last mouthful just before you go home.
- b) Writing for publication can be both profitable and enjoyable. It's open to everyone, because you don't need any qualifications. In Britain there is a huge demand for new materials, with thousands of newspapers and magazines published every week. In addition there are TV and radio programmes, the theatre and films. Given this situation, there are many openings for new writers. But the director of one of the UK's main writing colleges, the Writing Academy, advises: 'to enter this market successfully you must have good training'.

- c) The Advertising Standards Authority makes sure that advertising is legal, decent, honest and truthful. The Authority safeguards the public by ensuring that the rules contained in the British Code of Advertising Practice are followed by everyone who prepares and publishes advertisements in the UK, and that advice is freely available to prevent problems arising. The Code lays down what is and is not acceptable in advertisements, except for those on TV and radio.

3. Register.

Compare the tone, or register, of the following:

- a) These apparent failures often result from inadequate planning and management, especially the lack of integration of biophysical and socio-economic information into the effort. The lack of integration of information is, in fact, a limitation that has been emphasised by many authors working with agricultural and land use planning in recent years (see, for instance, Vaughan et al., 1995; and Chidley and Brook, 1997).
- b) It was routine – an ordinary minor operation – except for a single extraordinary point. The patient was on an operating table in Milan. The doctors were in Washington, nearly 6,000 kilometres away. The news that, for the first time, a transatlantic operation had been carried out with a robot doctor in one continent copying the real-time hand movements of a live doctor in another, introduces a new medical age.
- c) Legislation identifies the minimum space of 11 m³ that should be allocated to each person and should be adhered to especially if much of the room is taken up with essential furniture. Equally, the maximum height of a room is now accepted for such calculations as three metres. For example, in a room 5 m × 4 m × 3 m (high) this would provide initial space for five persons.

The first extract is an example of **academic** register, used, for instance, in dissertations and academic journals. This typically uses cautious language like *apparent* and *often*, as well as academic vocabulary (*biophysical*, *socio-economic*), and will generally include references.

The second passage is **journalistic**. The first part attempts to interest the reader by presenting the story in a simple but dramatic way (*a single extraordinary point*). The importance of the news item is stressed by the claim *a new medical age*. Journalism often uses current idioms like *real time*.

The last extract uses a very **formal** tone, suitable for a semi-legal text. Verbs such as *identifies*, *adhered to* and *allocated*, the use of passives (*be allocated*), and special vocabulary (*persons* instead of the more normal *people*) are typical of this register.

cross reference

2.10 Style

3.6 Formality in Verbs

- 4. Although it can be acceptable to use articles from newspapers, magazines and the internet, which are often more accessible and up to date, in academic work students need to be aware that these sources may have less credibility, and that material written for a wider readership tends to be less detailed.

Students need to be especially careful of taking journalistic phrases and using them in formal essays.

5. *Read the following texts and analyse the register in each case, by giving examples of the language used.*

- a) Wherever possible complaints should be handled at a local level and without recourse to unduly formal proceedings. It is therefore essential that all staff who have contact with students are aware of the relevant procedures and are empowered to resolve issues as they arise. Staff dealing with complaints are encouraged, whenever practical, to meet with the complainant. Face-to-face discussions are often very helpful to establish the precise cause of dissatisfaction, to explore the remedy sought by the complainant and to foster a mutual understanding of the issues.
- b) Studies of childhood imaginary companions have not yielded clear interactions with age and creativity. It could be suggested that the common assumption of imaginary companions being mainly a preschool phenomenon may have encouraged studies to use very young children as participants. In their review of the literature, Pearson and Mayer (1998) concluded that the experience of imaginary companions peaked in children aged between 2.5 and 3.5 years.
- c) Amazing recent research by David Storey of Warwick University shows that businesses started by older people last longer than those started by younger entrepreneurs. He discovered that 70% of firms started by 50–55-year-olds survived for over three years, but only 30% for those of the 20–25 age group. As the numbers of old folk are increasing rapidly, such ‘grey entrepreneurs’ are likely to become more common. But what’s the secret of their remarkable success rate?

Text	Register	Examples
a		
b		
c		

5. Selecting Key Points

After selecting and understanding the most relevant texts, the next step is usually to make notes on the sections of the texts that relate to your topic. Units 5–8 practise this process, which involves a number of inter-linked skills.

cross reference

1.6 Note-Making

1. The first stage of note-making is to identify the key points in the text for your purpose.

Study the following example (key points in italic).

WHY WOMEN LIVE LONGER

Despite the overall increase in life expectancy *in Britain* over the past century, *women still live significantly longer than men*. In fact, in 1900 men could expect to live to 49 and women to 52, a difference of three years, while *now the figures are 74 and 79*, which shows that the gap has increased to five years. *Various reasons have been suggested for this situation*, such as the possibility that men may die earlier because they take more risks. But a team of British scientists have recently found a likely answer in the immune system, which protects the body from diseases. *The thymus is the organ which produces the T cells* which actually combat illnesses. Although both sexes suffer from deterioration of the thymus as they age, *women appear to have more T cells in their bodies than men of the same age*. It is this, the scientists believe, that *gives women better protection* from potentially fatal diseases such as influenza and pneumonia.

Having selected these sections of the text, you can then go on to make notes from them:

British women live longer than men: 79/74

reasons? new research suggests immune system > thymus > T cells

women have more T cells than men = better protection

2. Read the following and then choose a suitable title that expresses the key point.

TITLE:

Dean Kamen is a 50-year-old American eccentric who is also a multi-millionaire. He always wears blue denim shirts and jeans, even when visiting his friend, the president, in the White House. He flies to work by helicopter, which he also uses for visiting his private island off the coast of Connecticut. As an undergraduate Kamen developed the first pump that would give regular doses of medicine to patients. The patent for this and other original medical inventions has produced a huge income, allowing him to run his own research company which, among many other projects, has produced the iBot, the world's first wheelchair which can climb stairs.

3. In the following text, three key points are in italic. Decide on their order of importance.

HOT RUBBISH

a) *The majority of people in the small Derbyshire village of Poolsbrook have joined a scheme to make power from rubbish.* b) *Methane gas will be collected from the local rubbish tip and will be used to heat houses more cheaply and generate electricity.* The villagers, who have been affected by the closure of the local coal mines, suffer from

unemployment, so cheap heating is especially important for them. They have raised the £2 million cost from development agencies. c) *The new system*, which will be the first of its kind in Europe, *will lead to a healthier environment by cutting CO₂ emissions*, and should also create three full-time jobs.

- 1)
- 2)
- 3)

4. Underline four key points in the following text.

THE SIXTH WAVE?

Lord May, the president of the Royal Society, has claimed that the world is facing a wave of extinctions similar to the five mass extinctions of past ages. He calculates that the current rate of extinction is between 100 and 1,000 times faster than the historical average. The cause of previous extinctions, such as the one which killed the dinosaurs, is uncertain, but was probably an external event such as collision with a comet.

However the present situation is caused by human consumption of plants, which has resulted in a steady increase in agriculture and a consequent reduction in habitat for animals. Although many people are still hungry, food production has increased by 100% since 1965.

Lord May also pointed out that it was very difficult to make accurate estimates as nobody knew how many species of animals lived on the planet. So far 1.5 million species had been named, but the true figure might be as high as 100 million. Our ignorance of this made it almost impossible to work out the actual rate of extinction. However, the use of intelligent guesses suggests that losses over the past century were comparable with the extinctions of earlier periods, evidence of which is found in the fossil record.

5. When preparing to write an essay you may be concerned with only one aspect of a text, so your key points should relate only to the topic you are examining.

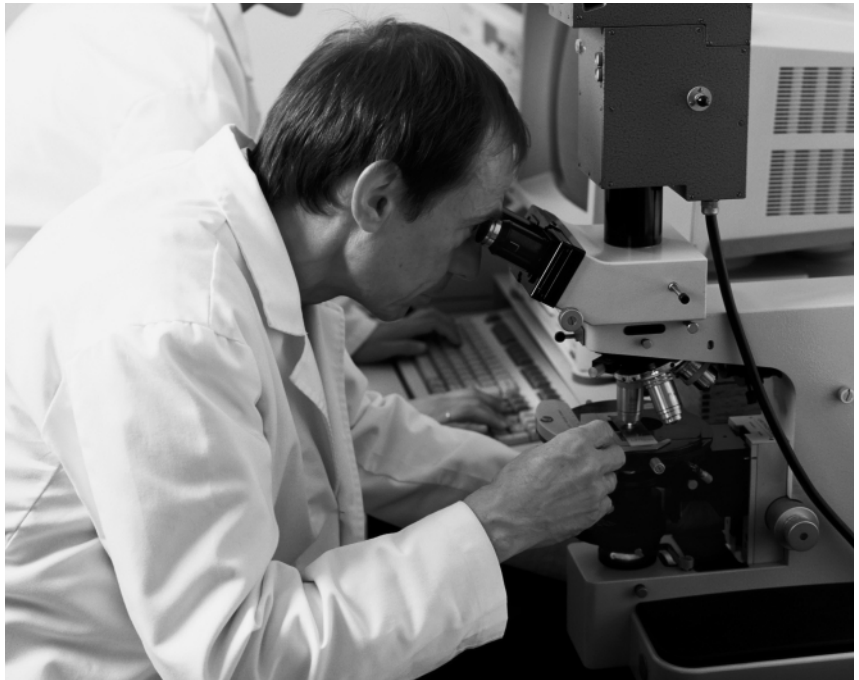
a) You are preparing to write an essay on 'Marketing – art or science?' Read the text below and underline the sections relevant to your essay.

BOTTLED WATER UNDER ATTACK

The Water Companies Association (WCA) has claimed that bottled water costs 700 times more than tap water, but is often of inferior quality. The chief executive of the WCA pointed out that although bottled water advertising often associated the product with sport and health there was no truth in this link. The reality, she said, was that the packaging of bottled water was environmentally damaging, since millions of empty bottles had to be disposed of in rubbish tips. 2% of samples of bottled water failed a purity test conducted by the Drinking Water Inspectorate, while only 0.3% of tap water samples failed the same test. Labels on bottled water

often referred to 'spring' and 'natural water', which were meaningless phrases. In addition, bottled water was imported from as far as Korea and Kenya, which was a waste of resources. These criticisms, however, were rejected by the British Soft Drinks Association, which argued that bottled water was a successful business founded on giving the customers choice, quality and convenience.

b) *You are preparing an essay on 'The application of DNA research to the development of vaccines'. Read the text and underline the relevant sections.*



NEW LIGHT ON THE PLAGUE

The plague, which first struck Europe in the sixth century, was one of the great disasters of history. In the fourteenth century it became the Black Death, when it may have killed one third of the entire population. The microbe that causes the disease lives on rats, and is passed on to humans by the bite of a flea. It still survives today, though outbreaks are less deadly: the World Health Organisation receives reports of 3,000 cases annually. Scientists believe that the microbe was originally a stomach infection, but evolved into a more lethal disease about 1,500 years ago.

Now the genetic code of the plague bacterium has been 'read' by scientists; a total of 465 million 'letters' of DNA. They believe that this will help in the development of vaccines for the plague, one of which has begun clinical trials. In parts of Africa drug-resistant strains of the disease have evolved, which gives added importance to the work, as does the threat that the plague might be used as an agent of bacteriological warfare.

6. Note-Making

Effective note-making is a key writing skill, with a number of practical uses. Good note-making techniques lead to accurate essays. Although you are the only person who will read your notes, clarity and organisation are still important.

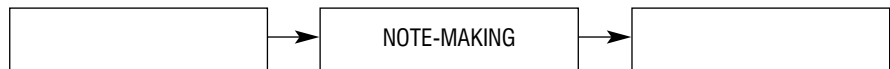
1. What are the main reasons for note-making?

Add to the ideas below.

- a) to avoid plagiarism
- b)
- c)
- d)

2. Effective note-making is part of a sequence.

What comes before and after?



3. You are writing an essay on 'Conservation at sea'. You find the following article in a magazine called *Science South*, volume 27 (2002). The author is J. Doyle. Read the text (key points in *italic*) and make notes.

STUDYING SQUID

Before the British occupation of *the Falkland Islands* in 1833 most of the sailors who went there were mainly interested in collecting oil and skins from the whales, seals and penguins which flourished in the South Atlantic. The British introduced sheep farming, but since this became less profitable after the 1960s the islanders have been forced to pay more attention to the contents of the island waters.

These waters are rich in squid, and the sale of fishing licences for this harvest has funded research to allow the stocks to be managed efficiently. There are two kinds of squid around the Falklands; Illex is eaten in East Asia, while Loligo is popular in Spain. The latter was found to breed at two periods in the year; one season is May to July and the other is October and November. This second period, which is summer in the South Atlantic, coincides with the local penguin breeding season and makes the baby squid more vulnerable. As a result, the scientists suggested that the fishing season for Loligo should be postponed for a few months to allow the stock to recover, and when this was done the fishermen found that they had a better catch than before.

The other squid, Illex, was found to have a different pattern, swimming south from Brazil to the Falklands in summer, and then back north again. To deal with a species that migrates through the waters of several countries it has been necessary to set up an agreement between the governments concerned to restrict the fishing season in order to allow squid numbers to build up.



cross reference

2.9 References and Quotations

3.1 Abbreviations

4. A set of notes for your essay might look like this:

Source: Doyle, J. (2002) *Science South* 27 pp. 24–28.

Falkland Islands – research programme found:

SQUID → a) *Illex* (E. Asia) – N/S migration pattern from Brazil
 → b) *Loligo* (Spain) – breeds i) May – July
 ii) Oct – Nov

suggested:

- a) postpone *Loligo* fishing (improved catch)
- b) restrict *Illex* fishing by int. agreement

Note the use of headings, listings, abbreviations ('N/S') and symbols. You need to develop your own style for note-making, as you will have to read them later. Do not abbreviate too much, or you may find the notes impossible to understand in the future.

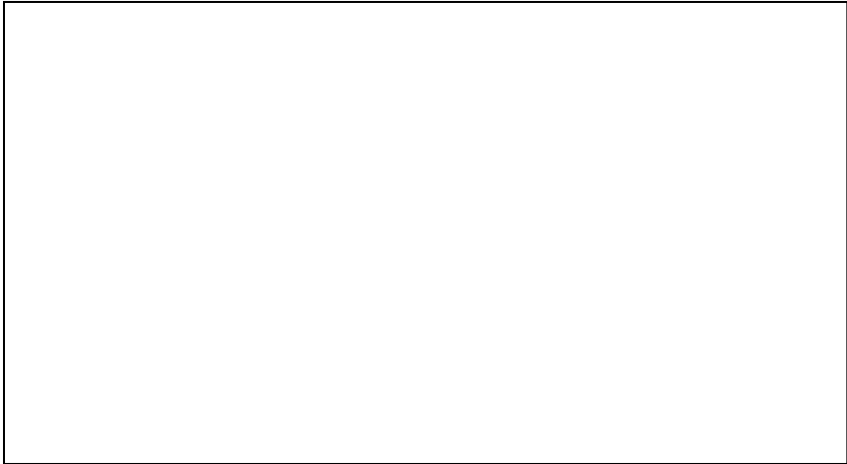
5. You have been told to write an essay on 'Malaria – can it be controlled?' You decide to make notes on the following article from a magazine called *Medical Report* (Volume 34 1998, pp. 78–86). The author's name is Irene Nemecova. Make notes on the whole text in the box below.

MALARIA FIGHTS BACK

Drug-resistant strains of malaria, already one of the world's major killers, are steadily spreading across the globe. The deadly strains have established themselves in South East Asia and South America, and have recently begun to spread across India and Africa. Formerly under control in many areas, the disease now threatens two billion people living in more than 100 countries.

Estimates suggest that there are now more than 350 million cases of malaria a year – a total four times the level of the early 1970s. In Africa alone the disease kills one million children each year. Several factors are responsible for this disturbing development. Spreading world poverty has deprived nations of funds for sanitation, so that many health projects have been stopped, while increased movements of migrant workers and tourists have carried infections more rapidly from one country to another. At the same time, the overuse of drugs, especially antibiotics, has led to the establishment of resistant strains of diseases.

As well as this, hopes that genetic engineers might soon develop the world's first malaria vaccine, a long-sought goal, have been questioned recently by several scientists. 'There are so many strains of malaria parasite,' said one scientist, 'and each is able to alter its chemical surface and trick its way past the body's defences. We'd need a remarkable vaccine to cope with that. However, a malaria vaccine is now undergoing human trials and may be available for use if proved successful.'



6. *You are preparing to write an essay on 'The impact of climate on history'. The text below is taken from page 221 of a book called Volcanic Disasters by E.B. Pitnam, published in 1993. Underline the relevant points and make notes.*

One of the greatest explosions in modern history occurred in 1815, when an Indonesian volcano called Mt. Tambora blew up. The eruption involved about 100 cubic kilometres of material being blown into the sky, with huge loss of life both on land and sea. Large quantities of volcanic dust were ejected into the atmosphere, and this dust gradually spread around the world, causing alarming events on the other side of the world.

In New England in north eastern USA farmers were hit by bitterly cold weather in June and July 1816. Much of the harvest was lost due to repeated waves of frost and snow in the middle of summer. The same pattern was recorded in Europe, where agriculture was still suffering the effects of the Napoleonic Wars. In France wheat prices reached their highest point of the century in 1817.

As European demand for food rose, prices doubled in America. Although some profited from the shortages, others were driven to emigrate into the unexplored lands to the west. Numbers leaving Vermont, for example, increased by 100% between 1816–17.

7. Paraphrasing

Paraphrasing involves changing a text so that it is quite dissimilar to the source yet retains all the meaning. This skill is useful in several areas of academic work, but this unit focuses on using paraphrasing in note-making and summary writing. Effective paraphrasing is vital in academic writing to avoid the risk of plagiarism.

1. **Although paraphrasing techniques are used in summary writing, paraphrasing does not aim to shorten the length of a text, merely to restate the text.**

For example,

Evidence of a lost civilisation has been found off the coast of China.

could be paraphrased:

Remains of an ancient society have been discovered in the sea near China.

cross reference

2.11 Synonyms

2. **A good paraphrase is significantly different from the wording of the original, without altering the meaning at all.**

Read the text below and then decide which is the best paraphrase, (a) or (b).

Ancient Egypt collapsed in about 2180 BC. Studies conducted of the mud from the River Nile showed that at this time the mountainous regions which feed the Nile suffered from a prolonged drought. This would have had a devastating effect on the ability of Egyptian society to feed itself.

- a) The sudden ending of Egyptian civilisation over 4,000 years ago was probably caused by changes in the weather in the region to the south. Without the regular river flooding there would not have been enough food.
- b) Research into deposits of the Egyptian Nile indicate that a long dry period in the mountains at the river's source may have led to a lack of water for irrigation around 2180BC, which was when the collapse of Egyptian society began.

3. **Techniques.**

- a) Changing vocabulary:

studies > research

society > civilisation

mud > deposits

- b) Changing word class:

Egypt (n.) > Egyptian (adj.)

mountainous regions (adj. + n.) > in the mountains (n.)

- c) Changing word order:

Ancient Egypt collapsed > the collapse of Egyptian society began

4. **Find synonyms for the words in *italic*.**

- a) Sleep *scientists* have found that *traditional remedies* for insomnia, *such as* counting sheep, *are ineffective*.

Example:

Sleep *researchers* have found that *established cures* for insomnia, *for instance* counting sheep, *do not work*.



- b) Instead, they have *found* that *imagining a pleasant scene* is likely to *send you to sleep quickly*.
- c) The *research team* *divided* 50 insomnia sufferers into three groups.
- d) One group *was told to imagine* a waterfall, while another group *tried* sheep counting.

5. *Change the word class of the words in italic, and then re-write the sentences.*

- a) A third group was given no *special instructions* about going to sleep.

Example:

A third group was not specially instructed about going to sleep.

- b) It was *found* that the group thinking of waterfalls fell asleep 20 minutes quicker.
- c) Mechanical tasks like counting sheep are *apparently* too boring to make people sleepy.

6. *Change the word order of the following sentences.*

- a) There are many practical applications to research into insomnia.

Example:

Research into insomnia has many practical applications.

- b) About one in ten people are thought to suffer from severe insomnia.
- c) It is calculated that the cost of insomnia for the American economy may be \$35 billion a year.

7. *Combine all these techniques to paraphrase the paragraph as fully as possible.*

Sleep scientists have found that traditional remedies for insomnia, such as counting sheep, are ineffective. Instead, they have found that imagining a pleasant scene is likely to send you to sleep quickly. The research team divided 50 insomnia sufferers into three groups. One group imagined watching a waterfall, while another group tried sheep counting. A third group was given no special instructions about going to sleep. It was found that the group thinking of waterfalls fell asleep 20 minutes quicker. Mechanical tasks like counting sheep are apparently too boring to make people sleepy. There are many practical applications for research into insomnia. About one in ten people are thought to suffer from severe insomnia. It is calculated that the cost of insomnia for the American economy may be \$35 billion a year.

8. *Use the same techniques to paraphrase the following text.*

Before the last century no humans had visited Antarctica, and even today the vast continent has a winter population of less than 200 people. However, a recent report from a New Zealand government agency outlines the scale of the pollution problem in the ice and snow. Although untouched compared with other regions in the world, the bitter cold of Antarctica means that the normal process of decay is prevented. As a result some research stations are surrounded by the rubbish of nearly 60 years' operations.

Despite popular belief, the polar continent is really a desert, with less precipitation than the Sahara. In the past, snowfall slowly covered the waste left behind, like beer cans or dead ponies, but now, possibly due to global warming, the ice is thinning and these are being exposed. Over 10 years ago the countries using Antarctica agreed a treaty on waste disposal, under which everything is to be taken home, and this is slowly improving the situation. However, the scientists do not want everything removed. The remains of very early expeditions at the beginning of the twentieth century have acquired historical value and will be preserved.

8. Summary Writing

Making summaries is a common activity in everyday life. If a friend asks us about a book we are reading, we do not tell them about everything in the book. Instead, we make a summary of the most interesting and important aspects. The same principle applies to summarising in academic writing.

- 1. *Choose four of the topics below and write summaries in no more than twelve words each.*
Example:
Birmingham is a large industrial city in the English West Midlands.
a) Your home town
b) Bill Gates
c) Your academic subject
d) The last book you read
e) A film you saw recently
f) Your mother/father
Look at the summaries you have written above. What are the features of a successful summary?
- 2. **Summary writing is an important skill in academic work.**
Different kinds of summaries are needed in different situations.
List as many study uses for summary writing as you can think of.
making notes from lectures
.....
.....
- 3. **In essay writing students often have to summarise part of a book or journal article.**
The summary may be just one or two sentences, to explain the main idea of the article, and perhaps compare it with another summarised text, or it might be necessary to include much more detail. In other words, a summary can range from 1–2% of the original to more than 50%: summarising is a flexible tool.
At first students need to follow a series of steps to summarise successfully. With practice the number of steps may be reduced, as the process becomes more automatic.
Complete the list of stages in a successful summary.
a) Read the text carefully and check key vocabulary.
b) Underline or highlight the
c) Make notes of these, taking care to
d) Write the summary using the notes, re-organising the
e) Check the summary to make sure no have been omitted or distorted.



4. Read the following text and compare the summaries. Decide which is best, giving reasons.

Researchers in France and the United States have recently reported that baboons are able to think abstractly. It has been known for some time that chimpanzees are capable of abstract thought, but baboons are a more distant relation to mankind. In the experiment, scientists trained two baboons to use a personal computer and a joystick. The animals had to match computer designs which were basically the same but had superficial differences. The baboons performed better than would be expected by chance. The researchers describe their study in an article in the *Journal of Experimental Psychology*.

- a) French and American scientists have shown that baboons have the ability to think in an abstract way. The animals were taught to use a computer, and then had to select similar patterns, which they did at a rate better than chance.
- b) Baboons are a kind of monkey more distant from man than chimpanzees. Although it is known that chimpanzees are able to think abstractly, until recently it was not clear if baboons could do the same. But new research has shown that this is so.
- c) According to a recent article in the *Journal of Experimental Psychology*, baboons are able to think in an abstract way. The article describes how researchers trained two baboons to use a personal computer and a joystick. The animals did better than would be expected.

cross reference

1.5 Selecting Key Points

5. Read the following text and underline the key points.

Indian researchers are trying to find out if there is any truth in old sayings which claim to predict the weather. In Gujarat farmers have the choice of planting either peanuts, which are more profitable in wet years, or castor, which does better in drier conditions. The difference depends on the timing of the monsoon rains, which can arrive at any time between the beginning and the middle of June. Farmers, however, have to decide what seeds to sow in April or May.

There is a local saying, at least a thousand years old, which claims that the monsoon starts 45 days after the flowering of a common tree, *Cassia fistula*. Dr Kanani, an agronomist from Gujarat Agricultural University, has been studying the relationship since 1996, and has found that the tree does successfully predict the approximate date of the monsoon's arrival.

6. Complete the following notes of the key points.

- a) Indian scientists checking ancient.....
- b) Old saying links monsoon to
- c) Used by farmers to select peanuts (for wet) or
- d) Dr Kanani of Gujarat Agricultural University has found that

cross reference

3.5 Conjunctions

7. *Link the notes together to make a complete summary using conjunctions where necessary. Check the final text for factual accuracy.*

Indian scientists are checking

8. *The original text was about 150 words. The summary above is about 50, so the original has been reduced by about 65%. However, it might be necessary to summarise still further. Using the same techniques, summarise the summary in about 20 words.*

9. Combining Sources

Most essays require the writer to read more than one book or article. The differences between the ideas of different writers may be the focus of the essay. This unit examines ways of presenting such contrasting views.

cross reference

- 2.9 References and Quotations
- 3.16 Referring Verbs

1. Read the example, from a study of women's experience of prison.

According to Giallombardo (1966), women alleviated the pains of imprisonment by developing kinship links with other inmates. Similarly Heffernan (1972) *found* that adaptation to prison was facilitated by the creation of a pseudo-family. Owen (1998) also *notes* that the female sub-culture is based on personal relationships with other women inmates. Others, however, *believe* that the subculture in women's prisons is undergoing a gradual shift that more closely resembles that of male prisons. Fox (1982) *states*, for example, that the cooperative caring prison community that has embodied characterizations of female prisons has evolved into a more dangerous and competitive climate.

- a) How many writers are mentioned?
- b) What is the function of the words in italics?
- c) What phrase is used to mark the point in the text where there is a shift from one point of view to another?

2. Below are two sources used for an essay titled 'Should genetically modified (GM) foods have a role in future agriculture?' Read the sources first, then the essay extract.



SOURCE A

Genetic modification (GM) is the most recent application of biotechnology to food, which can also be called genetic engineering or genetic manipulation. The phrase 'Genetically Modified Organisms' or GMOs is used frequently in the scientific literature to describe plants and animals which have had DNA introduced into them by means other than the 'natural' process of an egg and a sperm.

New species have always evolved through natural selection by means of random genetic variation. Early farmers used this natural variation to selectively breed wild animals, plants and even micro-organisms such as yogurt cultures and yeasts. They produced domesticated variants better suited to the needs of humans, long before the scientific basis for the process was understood. Despite this long history of careful improvement, such procedures are now labelled 'interfering with nature'.

SOURCE B

Genetic modification (GM) is in fact far more than a mere development of selective breeding techniques. Combining genetic material from species that cannot breed naturally is an interference in areas which may be highly dangerous. The consequences of this kind of manipulation cannot be foreseen.

It seems undeniable that these processes may lead to major benefits in food production and the environment. There is no doubt, for example, that some medical advances may have saved millions of lives. However, this level of technology can contain a strong element of risk.

Our ignorance of the long-term effects of releasing GM plants or even animals into the environment means that this step should only be taken after very careful consideration.

ESSAY EXTRACT

It has been claimed that GM technology is no different from breeding techniques which have been practised by man for thousands of years. Source A states that this process is similar to natural selection and remarks: 'such procedures are now labelled "interfering with nature"'. On the other hand Source B considers that, although GM technology could bring considerable benefits in medicine and agriculture, it is quite different to traditional processes of selection. He believes that crossing the species barrier is a dangerous step and that there is insufficient knowledge of the long-term results of such developments.

3. The essay writer uses a mixture of direct quotes and summaries of arguments.
 - a) *Find an example of each.*
 - b) *What phrase does the writer use to mark the point where he moves from dealing with Source A to Source B?*
 - c) *List all the phrases used to introduce summaries.*

It has been claimed that

4. *You are preparing to write an essay titled 'The social effects of tourism in developing countries'. Read the sources and then complete the paragraph comparing their views.*

SOURCE C

When countries begin to provide facilities for mass tourism, such as hotels and leisure complexes, there is an immediate demand for labour. Work is created for cleaners, waiters, gardeners and drivers on a scale which may significantly boost the local economy. Such work may provide opportunities to learn valuable new skills. For many, these semi-skilled jobs provide an attractive alternative to subsistence agriculture or fishing, while at the same time the tax revenues from their earnings increase the national income.

SOURCE D

One inevitable feature of tourism's growth is the creation of badly-paid, seasonal jobs in holiday resorts. Much of this work combines insecurity with long hours of work in poor conditions. In Thailand, for example, there are cases of hotel maids working 15 hour days for less than \$4. Moreover, the combination of wealthy tourists being served by exploited waitresses is likely to increase social tensions in these areas. Another risk is that natural or human disasters such as wars and earthquakes may drive visitors away without warning, leaving tens of thousands unemployed.

SOURCE E

It has been claimed that the development of tourism played a major part in helping to modernise parts of Franco's Spain in the 1960s. The presence of easy-going, affluent visitors apparently encouraged the locals to learn new skills and open new businesses. Despite this positive interpretation, many examples could be presented where the arrival of rich and idle tourists has been an encouragement for crime, prostitution and other less desirable aspects of the modern economy. Much seems to depend on the economic alternatives offered by the society, and of course the scale of tourist arrivals.

It has been argued that tourism can have a very positive social influence on a developing country.

10. Planning a Text

Outline planning was examined in Unit 2. Planning gives essays a coherent structure and, most importantly, helps to ensure that they answer the question set. Although all essays need planning, they are written in two different situations: as coursework, and in exams. Clearly, under the time pressure of an exam, planning is more hurried, but also more critical. This unit looks at planning first in exams and then for coursework.

cross reference

1.2 Developing Plans from Titles



cross reference

1.12 Organising the Main Body
2.5 Discussion

1. In the case of essays written in exams, it is best to begin planning by analysing the title and then writing down any ideas that seem relevant.

This process is called **brainstorming**, and at first ideas are collected in any order.

Read the title below and add more ideas to the list.

Tourism is the world's most important industry. Why is this, and will it continue to be so?

development of jet aircraft

mass tourism began in the 1960s

increased leisure time in rich countries

problems of overcrowding, pollution

.....

.....

.....

.....

2. Having assembled your ideas, it is then necessary to find a suitable framework for the essay.

A structure may be suggested by the title of the essay. There are a number of common structures used in essay writing.

Which would be most suitable for the title above?

- a) **Time** – usually from the past to the present or the future, as in a story.
- b) **Comparison** – two or more topics are examined and compared, one after another.
- c) **For and against** – the advantages and disadvantages of two systems are discussed.

3. Complete the plan for the title in (1) using ideas from (1).

- a) Introduction: historical background/current problems, e.g. overcrowding
- b) Main body:
 - i) mass tourism began in 1960s with development of jet aircraft
 - ii)
 - iii)
 - iv)
- c) Conclusion:

4. Decide which of the three frameworks in (2) would be most suitable for the following titles.

- a) Prisons make criminals worse, and should be abolished – Discuss.
- b) In the UK, radio is gaining audience while TV is losing viewers. Consider possible reasons.
- c) Trace the development of mass production and evaluate its main benefits.
- d) 'Examinations can never be fair.' To what extent is this true?
- e) The internet will make books redundant in twenty years – Discuss.

cross reference

2.3 Comparisons

5. Study the title below and the ideas collected for the essay. Add to the list if possible. Then choose a suitable framework and complete the plan below.

Compare the effects of advertising on TV with advertising in newspapers. What are the main differences? Are there any similarities?

TV adverts more lively, dynamic
 newspaper adverts can be targeted at a special market, e.g. local
 TV advertising very expensive (to make and show)
 many people video TV and fast-forward adverts
 newspaper adverts can be prepared more quickly
 TV adverts can reach a wider audience

-
- a) Introduction: role of newspapers and TV in society today
 - b) Main body:
 - i)
 - ii)
 - iii)
 - iv)
 - c) Conclusion:

6. Choose one of the titles below and note at least six ideas that might be used in the essay. Then select a suitable framework and write a plan.

- a) In twenty years' time most learning will be online. The internet will replace the classroom.
- b) Describe the education system in your country and suggest how it could be improved.



Ideas

Plan

7. In the case of longer essays, written as coursework, planning will normally be a two-stage process:

- a) before reading: using the title to develop an outline structure
- b) after reading: modifying the outline and adding detail

Study the plan below. Suggest how it could be modified/improved.

Title: Analyse the role of the private sector in the modern English education system.

- a) 550,000 children at private schools in England & Wales
- b) Negative effects on state system – better pupils removed
- c) 7% of all pupils in England & Wales attend private schools
- d) Reasons for using private sector, e.g. smaller classes, better results in exams
- e) 20% of university intake from private schools
- f) Positive effects on state system – fewer pupils to teach/provides competition

11. Organising Paragraphs

Paragraphs are the basic building blocks of texts. Well-organised paragraphs not only help readers understand the argument; they also help writers to structure their ideas effectively.

1. *Read the following paragraph.*

The way we use banks is currently changing. This is partly because of the introduction of new technology in the last ten years. The personal computer and the internet, for instance, allow customers to view their accounts at home and perform operations such as moving money between accounts. At the same time banks are being reorganised in ways that affect both customers and staff. In the past five years over 3,000 bank branches have closed in Britain. The banks have discovered that staffing call centres is cheaper than running a branch network.

The structure of the paragraph is:

1. topic sentence	The way we use banks ...
2. reason	This is partly because ...
3. example	The personal computer ...
4. details	At the same time banks ...
5. further details	In the past five ...
6. reason	The banks have discovered ...

cross reference

2.4

Definitions

2.6

Examples

2. **A paragraph is a collection of sentences that deal with one subject.**

All paragraphs contain a **topic** sentence, which is often, but not always, the first. Other components vary according to the nature of the topic. Introductory paragraphs often contain **definitions**, and descriptive paragraphs include a lot of **detail**. Other sentences give **examples** and offer **reasons** and **restatements**.

3. *Read and analyse the following paragraph.*

In recent years all British universities have adopted the semester system. A semester is a period of time which lasts for half the academic year. Semester 1, for example, starts in September and finishes in January. Previously the academic year had been divided into three terms: autumn, winter and spring. Most courses consist of modules that last for one semester, and exams are held at the end of each. Britain began using semesters to make it easier for international students to move from one country to another.

1.	
2.	
3.	
4.	
5.	
6.	

4. *The sentences below make up a paragraph, but have been mixed up. Use the table to re-write the sentences in the correct order.*
- a) For many centuries it has been the centre of the country's economic, cultural and social life.



- b) 500 years ago it had become a major river port for ships trading with Europe.
- c) Its dominance is due to its strategic site near the lowest crossing point of the River Thames.
- d) London has been the English capital for over 1000 years.

1. topic	
2. restatement	
3. reason	
4. detail	

cross reference

2.2 Cohesion

5. *The sentences below form a paragraph, but they have been mixed up. Rewrite them in the box overleaf in the correct order and analyse the paragraph structure.*
- a) This was because of problems with the roof design.
- b) Mark Roberts will watch a display of jazz dance and disco.
- c) The opening has been delayed by almost three months.
- d) The new Leisure Centre will be opened on May 15th by the Sports Minister.
- e) The architects are currently being sued for £2 m. by the local council.

1.	
2.	
3.	
4.	
5.	

cross reference

1.13 Introductions

6. *You are writing an essay on ‘Prisons make criminals worse, and should be abolished’. Using the notes below, complete the introductory paragraph, following the structure provided.*

Introduction
Modern prison system developed in 19th century
Prisons intended to isolate, punish and reform
Steep rise in number of prisoners in last 20 years
Critics claim they are ‘university of crime’
Essay aims to consider how effective prisons are

1. detail	The modern prison system
2. reason	The system had three basic aims:
3. detail	In the last 20 years
4. detail	Prisons are commonly criticised
5. topic	This essay attempts to evaluate

cross reference

2.5 Discussion

7. *Using the second set of notes, write the next paragraph of the essay.*

Advantages
prisons offer society three apparent benefits
provide punishment by deprivation of freedom
offenders are segregated so cannot re-offend
possibility of reform through training programmes

1. topic	
2. detail	
3. detail	
4. detail	

8. *Using the next set of notes, write the third paragraph.*

Drawbacks
Prisons appear to be failing in 21st century
Prison population steadily rising in many countries
Many prisoners are 'repeat offenders'
Few prisons able to offer effective reform programmes
Prison conditions often brutal and degrading

1. topic	
2.	
3.	
4.	
5.	

12. Organising the Main Body

This and the next two units deal with the organisation of the main body, the introduction and the conclusion. In the case of longer assignments it is often better to write the main body before the introduction. With shorter essays, for example in exams, this is impractical, and the introduction has to be written first.

1. The structure of the main body depends on the length of the essay and the subject of study.

Longer essays may include the following sections:

Experimental set-up – a technical description of the organisation of an experiment

Methods – how the research was carried out

Findings/results – what was discovered by the research/experiment

Case study – a description of an example of the topic being researched

Discussion – an examination of the issues and the writer’s verdict



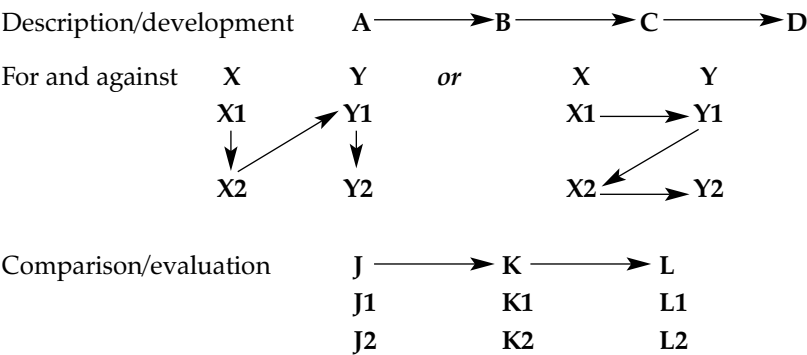
2. The sections below comprise the main body of an essay titled ‘Studying abroad: an analysis of costs and benefits’. Decide on the heading of each section and the best order for them.

- a) Comparisons of the advantages and disadvantages that students mentioned about study abroad and an attempt to decide if most students benefited from the experience.
- b) Detailed description of the survey carried out by the researcher.
- c) An extensive study of two students (from different cultures) studying in Britain who were interviewed by the researcher.
- d) A report of what the survey found, with statistical analysis.

cross reference

1.10 Planning a Text

3. Shorter essays (in exams, for example) tend to have simpler structures:



Match the examples of plans for main bodies below to the structures above.

- a) Prisons make criminals worse, and should be abolished – Discuss.
 - i) benefit of prisons – deterrence
 - ii) benefit of prisons – removes dangerous people from society

- iii) drawback of prisons – prisoners lose contact with non-criminal society
- iv) drawback of prisons – prisoners become bitter and learn criminal techniques
- b) In the UK, radio is gaining audience while TV is losing viewers. Consider possible reasons.
 - i) radio can be listened to in many situations
 - ii) radio offers a wide variety of programme types
 - iii) radio does not demand full attention, e.g. background music
 - iv) TV lacks flexibility, needs full attention
 - v) economic factors: TV more expensive to buy/programmes more expensive to make
 - vi) high production costs may result in poor quality of programmes

4. Inside the main body, ideas need to be presented in the most logical fashion, linked together to form a coherent argument.

Re-organise the notes below to achieve the best structure.

- a) Trace the development of the factory system and evaluate its social impact.
 - workers forced to adopt a regular timetable to maintain production
 - first factories employed unskilled workers; often women and children
 - early employers enforced strict codes of discipline
 - factories originally sited to make use of water power (in 18th C.)
 - later some employers offered social benefits, e.g. housing/education
 - in nineteenth century factories built near canals/railways for access to markets
- b) Lowering the minimum school leaving age to 14 would allow teachers to focus on teaching the students who wanted to be in school – Discuss.
 - if they left at 14, students would be unlikely to find proper jobs
 - some students more suited to work that doesn't require qualifications
 - problem students waste everybody's time, including their own
 - effort should be made in primary schools to prevent pupils falling behind
 - many older students have lost interest in learning and disrupt classes
 - in future, almost all jobs will demand academic skills

cross reference

3.5 Conjunctions

5. It is useful to mark the beginning of new paragraphs or the introduction of new subjects with special phrases.

To introduce a new paragraph/topic:

The main/chief factor/issue is ...

Turning to the subject of ...

Moving on to the question of ...

Another important area is ...

..... must also be examined

To add information inside a paragraph:

- a) Firstly, ... The first point ... In the first place ...
- b) Secondly, ... Next, Then, ... In addition ...
- Moreover ...
- c) Finally, ... Lastly,...



6. *Complete with suitable phrases the following extract from an essay on ‘British weather’.*

The British are famous all over the world for their obsession with the weather, but in fact the reality is more complex than people often believe. This essay sets out to examine some of the principal influences on the weather of the British Isles.

..... is the geographical position of Britain, situated on the extreme western edge of the European continent. This means that a variety of weather types can dominate the country. the Atlantic Ocean can produce warm wet winds, especially in winter. the land mass of Europe can create anticyclonic weather, hot in summer and cold in winter. the polar region to the north can generate cold winds at most seasons of the year.

..... variations within Britain, there are significant differences between regions. the south of England can be much warmer than the north of Scotland, especially in winter. the west of Britain is usually much wetter than the east. even in the same district, hilly areas will be cooler and wetter than the lowlands.

..... is seasonal change, which in Britain is less distinct than in many countries. the Atlantic moderates extreme types of weather, and the weather pattern can change radically from year to year. As a result warm days in winter and chilly summer winds frequently surprise visitors to this country.

13. Introductions

An introduction is crucial, not just for what it says about the topic, but for what it tells the reader about the writer's style and approach. Unless you can introduce the subject clearly the reader may not wish to continue.

1. *What is the purpose of the introduction to an essay?*

Choose from the items below:

- a) to define some of the terms in the title
- b) to give your opinion of the subject
- c) to show that you have read some research on the subject
- d) to show that the subject is worth writing about
- e) to explain which areas of the subject you will deal with
- f) to get the reader's attention with a provocative idea
- g) to show how you intend to organise your essay

Cross reference

2.4 Definitions

2. **It may be necessary to clarify some of the words in the title.**

This is to make it clear that you understand the title.

Discuss the impact of privatisation on the British economy.

Privatisation is the process of transferring certain industries from state control to the private sector, which began in Britain in 1981 with British Telecom ...

3. **In longer assignments it is important to show that you are familiar with current research.**

This can be demonstrated using phrases such as:

A number of researchers have examined this issue, notably ...

Various investigations have explored the subject, especially ...

4. **You must show the importance of the topic.**

This can be either in the academic world or as a contemporary issue of wider relevance.

As privatisation is increasingly seen as a remedy for economic ills in many other countries, it is worth examining its impact in Britain, which was a pioneer in this process.

5. **As you are writing only an essay, not a book, it is obviously not possible to deal with all aspects of your subject.**

Therefore you need to explain what limits you are setting on the discussion, and possibly give reasons for this.

Only privatisations completed between 1981 and 1992 will be dealt with, as it is too soon to assess the impact of later developments.

6. **For your own benefit, as well as the reader's, it is useful to outline how the essay will be organised.**

An assessment will first be made of the performance of the privatised industries themselves, on an individual basis, and then the performance of the economy as a whole will be examined.

7. Study the following extracts from introductions below and decide which of the functions in the box they fulfil.

- i) explain starting point for research
- ii) state aims/goals
- iii) refer to recent research in same area
- iv) give results of research
- v) provide background information
- vi) concede limitations

- a) In many companies, the knowledge of most employees remains untapped for solving problems and generating new ideas.
- b) This paper positions Call Centres at the core of the mix of technologies public administration can use to innovate e-commerce.
- c) In fact, this is one of our main findings based on an extended sample period up to 1998.
- d) Admittedly, the tenor of my argument is tentative and exploratory.
- e) The purpose of this paper is to investigate changes in the incidence of extreme warm and cold temperatures over the globe since 1870.
- f) To what extent do increases in the food available per person at a national level contribute to reductions in child malnutrition? This question has generated a wide range of responses (Haddad et al., 1997).

8. **There is no such thing as a standard introduction, and much depends on the nature of the research and the length of the essay.**

However, for a relatively short essay written under exam conditions the following are worth including, in this order.

- a) Definitions of any terms in the title that are unclear
- b) Some background information
- c) Reference to other writers who have discussed this topic
- d) Your purpose in writing and the importance of the subject
- e) The points you are going to make/areas you are going to cover

cross reference

2.5 Discussion

9. **Prepare to write an introduction to an essay with the title 'Higher education should be available to everyone – Discuss' by answering the questions below.**

- a) Which terms in the title might need defining?
- b) What background information could you give?
- c) How can you show the relevance of this topic, in either Britain or another country?
- d) How are you going to limit your discussion, geographically, historically or both?
- e) How will you organise the main body of the essay?



As this is a short essay, it is not necessary to mention sources in the introduction.

10. *Write the introduction (about 100 words), using your answers from (9) and the notes provided below.*

definition	higher education (HE) = university education
background	increasing demand for HE worldwide puts pressure on national budgets > many states seek to shift costs to students
relevance	in most countries degree = key to better jobs & opportunities
discussion points	if sts. have to pay more of cost, discriminates against poorer families; how to keep HE open to able students from all backgrounds?

11. *Write an introduction to an essay on one of the following subjects, or choose a subject from your own discipline.*
- Compare the urbanisation process in the First and the Third Worlds.
 - Assess the importance of public transport in the modern city.
 - 'Lawyers are inflating the cost of medicine' – Discuss.
 - To what extent is a democratic system necessary for economic development?

14. Conclusions

There is usually a link between the starting point, i.e. the title, and the conclusion. If the title is asking a question, the conclusion should contain the answer. The reader may look at the conclusion first to get a quick idea of the main arguments or points.

1. Not every academic essay has a conclusion.

In some cases it may be linked to the discussion section, or it may be called *concluding remarks*, or *summary*. However, in most cases it is helpful for the reader to have a section that (quite briefly) looks back at what has been said and makes some comments about the main part.

Read the following extracts from conclusions and match them with the list of functions in the box.

- a) In this review, attempts have been made to summarise and assess the current research trends of transgenic rice dealing exclusively with agronomically important genes.
- b) As always, this investigation has a number of limitations to be considered in evaluating its findings.
- c) Obviously, business expatriates could benefit from being informed that problem-focused coping strategies are more effective than symptom-focused ones.
- d) Another line of research worth pursuing further is to study the importance of language for expatriate assignments.
- e) Our review of 13 studies of strikes in public transport demonstrates that the effect of a strike on public transport ridership varies and may either be temporary or permanent.
- f) These results of the Colombia study reported here are consistent with other similar studies conducted in other countries (Baron & Norman, 1992).
- g) To be more precise, there was a positive relation between tolerant and patient problem solving and all four measures of adjustment: general, interaction, work and subjective well-being.
- h) To empirically test this conjecture, we need more cross-national replication of this research.

- i) comparisons with other studies
- ii) summary of main body
- iii) limitations of research
- iv) suggestions for further research
- v) practical implications and proposals



2. Compare the following conclusions to two essays on 'Public transport in a modern economy'. Complete the table to show the main differences between them.

- a) As has been shown, public transport is likely to play an important role in the future. Despite possible changes in patterns of work and leisure, it seems possible that mass transport systems will remain necessary for the efficient movement of people. What is not clear is how such transport systems should be funded. Various schemes have been discussed, but the most effective model will probably contain some element of public funding. Market forces alone are unlikely to provide a satisfactory solution.
- b) In such a brief study it is hard to draw definite conclusions about the future shape of public transport. The main areas of debate have been outlined, but much more research is needed before firm recommendations can be made. It can be seen that this is a controversial area, with strong protagonists on either side. Whether public transport flourishes or deteriorates in future is still unclear, though further studies may eventually suggest an answer.

a	
b	

3. The following may be found in conclusions. Decide on the most suitable order for them (A–E).

- Implications of the findings
- Proposals for further research
- Limitations of the research
- Reference to how these findings compare with other studies
- Summary of main findings

4. Below are notes for the main body of an essay. Read the notes and complete the conclusion, using your own ideas if necessary.

- Cultural adaptation among overseas students at a British university.
- a) **The research programme**
purpose: to study how students from different cultural backgrounds adapt to academic life in the UK

size and method: 250 questionnaires returned (30% Chinese, 25% SE Asian, 20% Middle Eastern, 25% other)

- b) **Findings** – culture was only one factor in determining successful adaptation.
Other important factors: age/previous experience of living abroad/language proficiency
- c) **Discussion** – how accurate was research? How could it have been improved? What can be done to help students adapt better?

summary	The aim of the study was to explore differing degrees of adjustment to life at a British university among overseas students from a variety of cultural backgrounds. 250 valid questionnaires were completed, representing about a third of the overseas student population, with significant numbers of Chinese, SE Asian and Middle Eastern students. The results suggest
implications	
limitations	
proposals for further research	

cross reference

4.4 Comparison Essay

5. *Study the notes for the essay below and write a conclusion in about 100 words.*

A comparison of classroom learning with internet-based teaching.

- a) Reasons for increasing use of online education:
 - cheaper if large numbers involved
 - allows students to study in their own time
 - students do not have to travel to university
- b) Reasons why classroom-based education remains popular:
 - students can be part of group; receive support and advice; learn from colleagues
 - students have face-to-face contact with a teacher
 - is seen as traditional and effective
- c) Discussion
 - can a solitary student in front of a computer enjoy the same learning experience as a member of a class?
 - pressure of numbers in universities makes more online education likely
 - is internet learning really a new method of education? Distance learning has been popular for many years (e.g. Open University)

15. Re-reading and Re-writing

When you have finished the conclusion it may be tempting to hand in your work immediately. However, it is almost certain that it can be improved by being revised. With longer assignments, it may be worth asking a classmate to give an opinion.

1. **After finishing the first draft of an essay you should, if you have time, wait for a while and then re-read the essay, asking the following questions.**
 - a) How well does this answer the question in the title?
 - b) Have I forgotten any points that would strengthen the development?
 - c) Is it clearly structured and well linked together?
2. **Read this short essay written by a Japanese student to the title 'Compare the university system in your country with the British system'. Answer the questions above by making notes below.**

cross reference

2.3 Comparisons

It is said that there are large differences in the teaching methods between British universities and Japanese ones. Courses in British universities consist mainly of lectures, discussions, presentations and tutorials and students study specifically their major subject. On the other hand, Japanese universities normally have only lectures in the first two years and students have to study a wide range of subjects in addition to their major. The aim of this essay is to compare and analyse each system.

In British universities, students need a more active attitude in their study than Japanese students. They need to prepare for presentations and discussions. This is useful for learning because they take much time for study outside the classroom and as they become familiar with their subjects they will become more interested in them.

In Japan, students' attitude is amazingly passive and they study only just before exams.

The other difference between British universities and Japanese ones is, as mentioned above, British students concentrate on their major subject and gain specific knowledge about it. Japanese students, however, gain wider knowledge by studying a few other subjects in addition to their major. This system gives students apparently much knowledge but they cannot study their major deeply and their knowledge is wide-ranging but not useful.

In conclusion, British teaching methods give students more chance to know the subject thoroughly compared to Japanese teaching methods, but Japanese methods are suitable for students who are eager to gain a wide range of knowledge and like to study on their own. It is hard to say which is better, it depends on students.

- a)
- b)
- c)



3. A careful re-reading of the essay would suggest the following points.

- a) The essay only partly answers the title. It looks at university life from a student's position, but does not really deal with the system as a whole. The last line of the conclusion discusses a question not asked in the title.
- b) To deal with the subject more fully the writer needs to examine topics such as length of courses, funding of students, and admission procedures. If there is not space to discuss these in detail they must be at least mentioned, to show that the writer is aware that they are central to the subject.
- c) The introduction needs to be more general. It goes straight to a comparison of teaching methods. This could be in the main body. Otherwise the essay is well organised and quite logical.

cross reference

1.13 Introductions

4. Use the notes below to re-write the introductory paragraph.

university education important in both UK & Japan (over 30% 18-year-olds)

main points for comparison:

- a) admissions
- b) length of courses: 1st and higher degrees
- c) teaching methods
- d) assessment
- e) financial support

essay will examine each point and analyse differences between countries

In both Britain and Japan, university education is undertaken by a significant number (about 30%) of all young people after leaving school.
.....

cross reference

4.5 Discursive Essay

5. *Read this extract from the main body of an essay on 'Education is the most important factor in national development – Discuss'. Study the notes below and then re-write the extract.*

The need for education is crucial in any field. a) *It is something that no one can deny.* b) *The development in technology has provided us with many devices and machines that facilitate our lives. Nowadays, factories produce more in less time and that helps the economies of countries. The different scientific discoveries have improved the quality of life as well. The development in the medical field is an example; vaccines and antibiotics have saved many lives.* Take Japan, a country with few natural riches, where most of the land is mountains, but it is now one of the strongest countries economically. c) *The natural poverty of Japan has, in fact, been overcome by education* and it has become one of the most important countries in a short period of time.

- a) This sentence repeats the idea in the first, but doesn't add anything new.
- b) Not clear how this section relates to the subject. No clear link is established between education and technology.
- c) The case for linking Japanese development and education is not established – the claim is too strong. Other factors need to be considered.

16. Proof-Reading

The vital final part of the writing process, proof-reading can prevent confusion and misunderstanding of your work. Although most word-processing programmes check your spelling, they will not detect other common types of mistakes.

cross reference

- 2.10 Style
- 3.9 Nouns and Adjectives
- 3.15 Punctuation
- 3.18 Singular/Plural
- 3.19 Tenses

1. **Before handing in any piece of written work for marking, it is important to check it carefully for errors that may distort your meaning or even make your work difficult to understand.**

The following examples each contain one common type of error. Underline the error and match it to the list of error types in the box.

i) factual; ii) word ending; iii) punctuation; iv) tense;
v) vocabulary; vi) spelling; vii) singular/plural; viii) style;
ix) missing word; x) unnecessary word

- a) The natural poorness of Japan has been overcome ...
- b) In 1980 in the United States there are 140,000 people who ...
- c) Actually, hardly any of these has succeeded ...
- d) ... to choose the most suitable area in which they can success.
- e) Chinese history reflects in real social and cultural changes.
- f) The highest rate of imprisonment was regestred in the USA ...
- g) Malaria is on the increase in countries such as Africa ...
- h) I am very interested in German economy ...
- i) ... the french system is quite different.
- j) You don't always know which method is best.

2. **When proof-reading, it is a good idea to exchange texts with another student, since you may become over-familiar with your own work.**

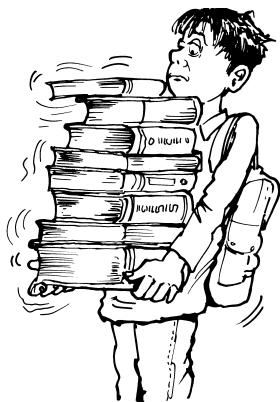
However, even in exam conditions, when this is not possible, it is vital to spend a few minutes checking through your work, for this may reveal careless errors that can be quickly corrected.

Underline and correct the errors in the extracts below (one or two in each).

- a) The graph shows changes in the number of prisoners over five years (1930–1980).
- b) ... the way the government prepares his citizens to contribute in the development ...
- c) Secondly, education not only teach people many knowledge ...
- d) However, weather it is the most important factor is the issue ...
- e) There has been a sharp decrease between 1930 and 1950.
- f) The quality of a society depends in the education level.
- g) America had the biggest figure for crime.

3. **Proof-reading a longer text is more difficult.**

The following was written by a student who was asked to describe his background and future plans.



Underline the errors and then write in suitable corrections.

NB. As the subject is personal, a relatively informal style is acceptable here.

I come from China, which is a very traditional country. I think before give my own situation and plan, I have to say something about my country, because her cultures effect me very much. My country has 5,000 years history, so in my brain there are a lot of thing which is from it.

When I first arrived UK I studied in Cambridge, which is the best university all over the world. Although I just studied in a language school in Cambridge, I felt so good. I learned a lot not only from the school but also from the Cambridge society. That is why I choose Cambridge to learn my foundation course. The foundation course just for oversea studies to improve their English.

I would like to study buiness, because when China join in WTO, my country will need a lot of people who know business very well. So I will choose business foundation course, computer and mathematics, because computer is very useful in modern society. In the future course I think the big problem is vocabulary, so I am planning to remember as many as I can. I will spend more time on mathematics, because I never learn it before.

Another problem is to finish the homework in time. Sometimes I think the homework is no useful for me, so I just leave it, which is a bad customer. The last and the big is homesick, which always slow down my progress, but studying broad is my own choice, I have to try my best.

2. Elements of Writing

Student Introduction

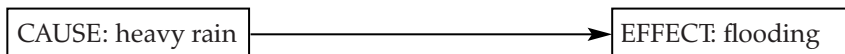
The *Elements of Writing* are the various skills that are needed for most types of academic writing, whether a short report, a longer essay or a dissertation. Many essays, for example, begin by defining a term in the title (Unit 4), then make some generalisations about the subject (Unit 7), before going on to provide examples of the main areas the writer wishes to examine (Unit 6). Throughout the essay the writer needs to provide references to sources used (Unit 9) and to employ an appropriate academic style (Unit 10). Most academic subjects also require discussion of numbers (Unit 8), and graphs and charts (Unit 12). The model essays in Part 4 provide examples of how these various elements are employed in one text (Part 4 Unit 4).

In the case of Units 3 and 5 (*Comparisons* and *Discussion*), students should note that the comparison or discussion might apply to the overall pattern of the essay or to just one section. It is common, for instance, for longer essays to have a discussion section before the conclusion. In either case similar structures can be used.

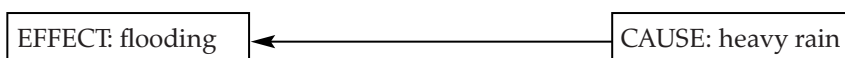
There is no fixed order for working on the units in *Elements of Writing*. They are organised alphabetically for easy access, but most students will have their own priorities. Business students, for example, might choose to begin by working on *Visual Information* (Unit 12).

1. Cause and Effect

1. The relationship between two situations can be shown in a variety of ways:



Heavy rain *causes* flooding.
 Heavy rain *leads to* flooding.
 Heavy rain *results in* flooding.
 Heavy rain *produces* flooding.



cross reference

3.11 *Passives*

Flooding *is caused by* heavy rain (note use of passive).
 Flooding *is produced by* heavy rain.
 Flooding *results from* heavy rain.

cross reference

3.5 *Conjunctions*

2. It is also possible to use conjunctions that demonstrate cause and effect.

Cause	Effect
because (of)	so
since	therefore
as	consequently
owing to	which is why
due to	

Because it rained heavily, the flooding was severe. (*because* + verb)
 The flooding occurred *because of* days of heavy rain. (*because* + noun)
Owing to the heavy rain the flooding was severe.
 It rained heavily for days, *therefore* the flooding was severe. (used in mid-sentence)
 NB It is more common to use conjunctions to illustrate particular situations.

3. Complete the following sentences with a suitable verb or conjunction.

- Childhood vaccination reduced infant mortality.
- the cold winter hospital admissions increased.
- Printing money higher inflation.
- The summer was extremely dry, many trees died.
- Increased ownership of video recorders falling cinema attendance.

Write three more sentences from your own subject area.

-
-
-

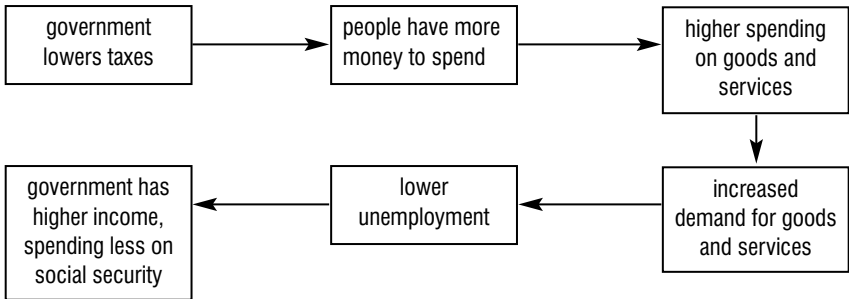
4. Use conjunctions to complete the following paragraph.

WHY WOMEN LIVE LONGER

Some British scientists now believe that women live longer than men a) T cells, a vital part of the immune system that protects the body from diseases. Previously, various theories have attempted to explain longer female life expectancy. Biologists claimed that women lived longer b) they need to bring up children. Others argued that men take more risks, c) they die earlier. But a team from Imperial College think that the difference may be d) women having better immune systems. Having studied a group of men and women they found that the body produces fewer T cells as it gets older, e) the ageing process. However, they admit that this may not be the only factor, and f) another research project may be conducted.



5. Study the flowchart and complete the paragraph that describes it.



If a country is suffering from economic recession, the government can reduce taxation.

6. Draw a flowchart similar to the one above, for your own subject, and write a paragraph to describe it.

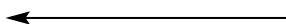
2. Cohesion

cross reference

3.5 Conjunctions

1. Cohesion means linking phrases together so that the whole text is clear and readable.

It is achieved by several methods, such as the use of conjunctions. Another is the linking of phrases and sentences with words like *he*, *they* and *that* which refer back to something mentioned before:



Jane Austen wrote six major novels in *her* short life. *They* deal with



domestic drama in middle-class families.

Examples of reference words and phrases

pronouns	he/she/it/they
possessive pronouns	his/her/hers/their/theirs
objective pronouns	her/him/them
demonstrative pronouns	this/that/these/those
other phrases	the former/the latter/the first/the second

2. Read the following paragraph and complete the table.

Jenkins (1987) has researched the life cycle of *new businesses*. *He* found that *they* have an average life of only 4.7 years. *This* is due to two main reasons; one *economic* and one *social*. *The former* appears to be a lack of capital, *the latter* a failure to carry out sufficient market research. Jenkins considers that together *these* account for approximately 70% of business failures.

Reference	Reference word/phrase
Jenkins	he
new businesses	
average life of only 4.7 years	
one economic	
one social	
the former..., the latter...	

3. Read the paragraph and complete the table below to show what the reference words (in *italic*) refer to.

There is little prospect of improvement in the standard of living of the villagers from *their* present low level without the support of electricity. Presently, the households can enjoy only a limited number of hours of illumination based on kerosene or diesel. *These* are not cheap and so are not affordable by a large majority of the rural masses. *This* restricts the range as well as the intensity of *their* activities severely. But even if supply of power from *these sources* is available more abundantly, there is the problem of adverse environmental effects of *such use*.



Reference	Reference word
	their
	these
	this
	their
	these sources
	such use

4. *In the following paragraph, insert suitable reference words from the box below in the gaps.*

Disposable razor blades were invented by Gillette at the beginning of the twentieth century. a) were a simple idea but at first b) found it very hard to sell c) d) was because nobody had marketed a throw-away product before. However, e) use of advertising to stimulate demand gradually increased sales and before long f) became a millionaire.

he/he/his/them/this/they



5. *Complete these paragraphs with suitable reference words from the table in (1).*

A) The Victoria and Albert Museum is in South Kensington in London. a) is named after Queen Victoria and b) husband, Prince Albert. c) was made Queen in 1837, and married d) three years later. e) had a happy marriage which produced nine children. f) life together was quite simple, although g) was the queen of the world's most powerful nation. Albert had a serious character, and perhaps h) major achievement was to organise the Great Exhibition of 1851, the profits from which helped to build the Museum.

B) One group of commentators have little faith in the ability of food availability to improve child nutrition. a) arguments are supported by the fact that over two-thirds of malnourished children live in countries with food supplies adequate for b) population's needs. c) point to problems of poverty and to non-food factors, such as children's health and the quality of d) care. e) belief is that both, but especially f) (which is increasing in many countries), play a more significant part in malnutrition than is often admitted.

3. Comparisons

1. The two basic comparative forms are:

The Pacific Ocean is *larger* than the Atlantic.

His work is *more interesting* than hers.

a) *-er* is added to one-syllable adjectives (*slow/slower*) and two-syllable adjectives ending in *-y* (*easy/easier*).

b) *more* is used with words of two or more syllables:

careful/more careful

quickly/more quickly.

However, there are some two-syllable words that can use either form:

simple/simpler/more simple.

cross reference

2.8 Numbers

2. Comparisons can be made more exact by using *slightly*, *considerably* or *significantly* before the comparative:

Dickens's novels are *considerably longer* than Austen's.

The new Mercedes is *slightly more economical* than the old model.

3. Study the table and complete the exercise below.



Cost of sending a letter to a domestic destination (eurocent)

Germany	110
France	85
Japan	62
Britain	60
United States	48
Spain	45

- Letters in France are in Japan.
- Spanish letters are German letters.
- American letters are letters in Britain.
- Letters in Germany are in America.

4. The form *as* *as* can be used to stress similarity:

British letters are nearly *as expensive* as Japanese letters.

It can also be used for quantitative comparison:

German letters are *twice as expensive* as American letters

Also: *half as*/*three times as*/etc.

5. Note the variety of forms possible:

German letters are more expensive than French (ones/letters). (least formal)

Letters in Germany are more expensive than (those) in France.

The cost of sending a letter is higher in Germany than in France. (most formal)
NB. *high* and *low* are used for comparing abstract concepts such as rates.
Ones can replace the noun when used with an adjective:
German letters are more expensive than Japanese *ones*.
But not in combination with a noun:
Family cars are cheaper than sports cars. (not sports *ones*)

6. *More/less, the most/the least (followed by adjective), the most/the fewest (related to number)*

Divorce is *less common* in Greece than in Britain.
The most crowded country in Europe is Holland.
The School of Education offers *the most modules*. (more than others)

7. *Complete the following description of the table in (3) above (one word per gap):*

According to the table, Spain is the a) expensive country for sending a domestic letter. The USA is b) more expensive, while the cost in Britain is c) the same d) in Japan. France and Germany are the e) expensive countries; France being 20% cheaper f) Germany. Overall, posting a letter costs g) as much in Spain h) in Germany.

8. *Study the table and complete the text below (one word per gap).*

American spending on leisure activities, 1997, US\$ billion

video, audio and computers	80
books and newspapers	51
casino gambling	24
lotteries	18
recorded music	15
theme parks	9
video games	8.5
spectator sports	6
cinema tickets	5.5
racecourse betting	2.5

The table shows that Americans spend the a) money (\$80 bn.) on video, audio and computer equipment. They spend 40% b) on books and newspapers, while casinos, in third place, are c) popular d) lotteries or recorded music. Americans spend e) more on theme parks than f) video games, and the cinema, in ninth place, is nearly g) popular as spectator sports. The h) amount of money is spent on racecourse betting.

cross reference

3.8 Nationality Language

9. Study the table below and complete the paragraph comparing life expectancy in European countries (one word per gap).

Country	Adult alcohol intake per year, litres	Cigarettes smoked per day per adult	Life expectancy in years – male	Life expectancy in years – female
Austria	11.9	4.6	74.2	80.5
Belgium	11.7	4.3	73.8	80.5
Britain	9.4	4.2	74.3	79.5
Denmark	12.1	4.9	73.1	78.2
Finland	8.4	2.2	73.3	80.3
France	14.1	4.0	74.2	82.1
Germany	11.8	5.0	73.7	80.0
Greece	10.4	8.3	75.1	81.4
Italy	9.4	4.2	74.9	81.3
Norway	4.8	1.7	75.4	81.0
Portugal	13.6	4.6	71.4	78.7
Sweden	6.4	2.4	76.7	81.8
Switzerland	11.8	5.6	76.1	82.2
EU average	11.1	4.5	74.1	80.5

The table a) that Swedish men have the b) life expectancy in Europe, while women live the c) in Switzerland. d) average women in Europe live six years longer e) men. Men in Portugal have f) lowest life expectancy (71.4 years), while the lowest for women is Denmark (78.2 years), which is g) less than in Portugal (78.7 years).

10. Complete the following paragraph comparing cigarette smoking in Europe.

The table shows considerable variations in cigarette smoking in Europe. The highest rate is

11. Write another paragraph comparing alcohol intake in Europe.

4. Definitions

cross reference

1.13 Introductions

1. In academic writing, definitions are normally needed in two situations:
- a) In introductions, to clarify a word or phrase in the title.
 - b) More generally, to explain a word or phrase that may be either very technical (and so not in normal dictionaries), or very recent, or with no widely agreed meaning.

Word	Category	Detail	Use
A <i>lecture</i>	is a formal talk	given to a large group,	often used for teaching
An <i>assignment</i>	is a task	often given to students	for teaching or assessment



2. Insert suitable category words in the following definitions.
- a) A *barometer* is a scientific designed to measure atmospheric pressure.
 - b) *Kidneys* are that separate waste fluid from the blood.
 - c) A *multi-national company* is a business that operates in many countries.
 - d) *Reinforced concrete* is a building consisting of cement, sand and steel rods.
 - e) *Bullying* is a pattern of anti-social found in many schools.
 - f) *Recycling* is a in which materials are used again.
 - g) A *recession* is a of reduced economic activity.
 - h) *Postcodes* are a for making mail delivery more efficient.
3. More complete definitions may be written by adding examples or extra information:
- A mortgage is a type of loan (that is) used for buying property, in which the lender has the security of the property.
- Complete and extend the following definitions.
- a) Distillation is a used to
 - b) A psychiatrist is a who specialises in
 - c) An MSc. is a awarded on completion of
 - d) A trades union is a(n) that exists to protect
 - e) Malaria is a caused by
 - f) Wheat is a used for
4. Study the following examples and underline the term being defined.
- a) ... the definition for a failed project ... ranges from abandoned projects to projects that simply do not meet their full potential or simply have schedule overrun problems.
 - b) Development is a socio-economic–technological process having the main objective of raising the standards of living of the people.

- c) Electronic commerce is characterised by an absence of physical proximity between the buyer and seller in conducting the search, assessment and transaction stages of a transaction.
- d) Bowlby (1982) suggested that attachment is an organised system whose goal is to make individuals feel safe and secure.
- e) ... the non-linear effect called 'self-brightening' in which large-amplitude waves decay more slowly than small-amplitude ones.

The examples above illustrate the variety of methods employed in definitions:

- (a) gives various examples that fall into the grouping the author wishes to examine.
- (b), (d) and (e) use category words: *process, system, effect*.
- (c) defines the term in a negative way (*an absence*).
- (d) quotes a definition from another writer.

5. When writing introductions, it is often helpful to define a term in the title, even when it may be in common use, to demonstrate that you have thought about it and that you have a clear idea what it means in your essay.

Title: Higher education should be free and open to all – Discuss.

Higher education in Britain means university-level study for first or higher degrees, normally at the age of 18 or above.

Study the following titles, decide which term needs defining in each, and write a definition for two of them.

- a) Compare the murder rate for countries with capital punishment with that for those without it.
- b) The department store is a nineteenth-century creation which has no future in the twenty-first century – Discuss.
- c) The incidence of post-natal depression appears to be rising. What are the most effective methods of treating the condition?

6. Select several terms from your own subject area and write extensive definitions for them.

5. Discussion

cross reference

4.5 Discursive Essay

1. Many essay titles require the writer to examine both sides of a case and to conclude by coming down in favour of one side.

These may be called **discussion, for and against** or **argument** essays. For example:

- a) School uniforms – a step forward or a step back? – Discuss.
- b) Discuss the advantages and disadvantages of state control of industry.

Discussion vocabulary

+	–
benefit	drawback
advantage	disadvantage
a positive aspect	a negative feature
pro (informal)	con (informal)
plus (informal)	minus (informal)
one minor <i>benefit</i> of school uniforms is ..	a serious <i>drawback</i> to state control is ...

cross reference

1.12 Organising the Main Body

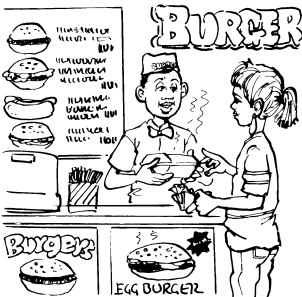
2. There are two basic outlines for a discussion essay:

- i) School uniforms?
 - a) advantages: reduce social inequality/encourage group identity/avoid choice
 - b) disadvantages: loss of individuality/expense/unfashionable
 - c) discussion: overall, benefits more valuable in most cases
- ii) School uniforms?
 - a) social: emphasises group values – diminishes individual choice
 - b) practical: expensive for poor families but easier to get dressed
 - c) discussion: overall, benefits more valuable in most cases

3. Choose one of the titles below and write down as many pros and cons in the box as possible. Then prepare a plan using one of the outlines above.

- a) Instead of going out to work, mothers should stay at home and look after their children until they are at least five – Discuss.
- b) Fast food, which is spreading round the world and destroying national cultures, should be resisted. To what extent do you agree?

+	–



Title:

- a)
- b)
- c)
- d)

4. Presenting your case.

It is better to use impersonal phrases rather than *I think*:
It is widely believed that young children need to be with their mothers ...
Most people consider that fast food is very convenient ...
It is generally agreed that school uniforms develop a group identity ...
It is probable/possible that fast food will become more acceptable ...
This evidence suggests that most children benefit from nurseries ...

However, if you want to defend a minority point of view, you can use the following:

It can be argued that children benefit from a diet of hamburgers.
It has been suggested that school uniforms make children more rebellious.
Some people believe that nursery education damages children.

It is important to show that you are aware of counter-arguments, which can be presented first.

Study the example and write similar sentences about working mothers and fast food using ideas from (3).

Counter-argument	Your position
Although it has been suggested that school uniforms make children more rebellious,	it is generally agreed that uniforms develop a group identity.

cross reference

1.9

Combining Sources

3.16

Referring Verbs

5. Before giving your own opinion, it is necessary to show that you have read the relevant sources and have studied the evidence.

Opinions without evidence have little value. The following paragraph discusses the environmental effects of deforestation.

Lomborg (2001) *claims* that the danger of extinction of species has been exaggerated. He says that the number of species had been expected to decline dramatically within the next half century, but *maintains* that this is unlikely: 'Species ... seem more resilient than expected.' He *points out* that in the eastern USA, although 98% of the original forests have been cleared, only one forest bird became extinct in the process. Against this, Brooks (2001) *feels* that Lomborg

is ignoring the true rate of forest loss and the related extinction of species: 'The ongoing wave of extinctions, due primarily to deforestation in the moist tropics, has been widely documented.' It *seems* that Lomborg, as a statistician, is too dependent on optimistic data, and is ignoring the widespread concerns of wildlife experts.

The paragraph has the following structure:

Lomborg – paraphrase + quotation
Brooks – paraphrase + quotation
Writer’s comment on Lomborg + opinion

6. *Complete the following paragraph, which discusses air pollution, to give an opinion.*

According to Lomborg (2001), air quality is improving in rich countries. He gives the example of London, where he claims that the air is cleaner now than it has been since 1585, thanks to decreases in smoke and sulphur dioxide. Brooks (2001), however, argues that Lomborg is 'ignoring the more recent global rise in toxic contaminants, now found at high concentrations ... even in the remote reaches of the Arctic.' It appears that

.....

.....

.....

7. *List in the box as many ideas as possible for and against the following subject:*

'Civilisation began in the city, and the city remains the only place for civilised people to live' – Discuss.

+	–

8. *Prepare a plan for this title, using one of the outlines in (2) above.*

- a)
- b)
- c)
- d)

9. *Write an essay on this title, making use of phrases from (4) above.*

6. Examples

1. When writing essays it is often better to support statements by giving examples.

Compare the following:

- a) Many plants and animals are threatened by global warming.
- b) Many plants and animals are threatened by global warming. In southern Britain, *for example*, the beech tree may become extinct within 30 years.

The second sentence provides concrete details of a plant species, an area and a time scale to support the main statement.

cross reference

3.5 Conjunctions

2. Phrases for introducing examples include:

Many departments, *for instance/for example* engineering, now offer foundation courses.
(note use of commas)

A few courses *such as/e.g.* MBA require work experience.

Many universities, *particularly/especially* UK ones, ask overseas students for IELTS scores.
(note the focus)

Some subjects are heavily oversubscribed. *A case in point* is medicine. (for single examples)

Use suitable example phrases to complete the following sentences.

- a) As the climate warms, wetland species frogs may find their habitat reduced.
- b) Some animals can migrate to cooler areas. are birds, which can move easily.
- c) Many plants, trees, will find it difficult to move to wetter regions in the north.
- d) Certain reptiles, snakes, may benefit from drier and warmer summers.
- e) Rising sea levels may bring some advantages expanding wetland areas.

3. Find a suitable example phrase for each sentence.

Example:

Various sectors in the economy are experiencing labour shortages.

Various sectors in the economy, *for instance engineering*, are experiencing labour shortages.

- a) A number of sports have become very profitable due to the sale of television rights.
- b) Some British universities offer special courses in English for overseas students.
- c) In recent years many women have made significant contributions to the political world.
- d) Three-year guarantees are now being offered by most car makers.
- e) Certain diseases are proving much harder to combat than was expected 20 years ago.



- f) Many musical instruments use strings to make music.
- g) Several mammals are currently in danger of extinction.

4. *Provide examples in the following paragraph where they appear necessary.*

Students who go to study abroad often experience a type of culture shock when they arrive in the new country. Customs which they took for granted in their own society are not followed in the host country. Even everyday patterns of life may be different. When these are added to the inevitable differences which occur in every country students may at first feel confused. They may experience rapid changes of mood, or even want to return home. However, most soon make new friends and, in a relatively short period, are able to adjust to their new environment. They may even find that they prefer some aspects of their new surroundings, and forget that they are not at home for a while!

5. **Another small group of phrases is used when there is only one example. This is a kind of restatement:**

The world's biggest software company, *i.e.* Microsoft, is buying a share of the cable business.

in other words/namely/that is to say/*i.e.*/*viz.* (in very formal English only)

In the following sentences, add a suitable phrase from the box below.

- a) His mother's sister was a small but very remarkable woman.
- b) When the liquid reached boiling point the reaction began.
- c) All the plants and animals at risk in the region must be protected.
- d) At this stage, all the students should be rigorously evaluated.
- e) It was cold, wet and windy.

namely 140 degrees
in other words, an English summer's day
i.e. his aunt
viz., given an examination
that is to say, the endangered wildlife
namely, the Atlantic Ocean

7. Generalisations

1. *Decide if you agree with the following:*
- a) When two Englishmen meet, their first talk is of the weather. (Samuel Johnson)
 - b) A bank is a place that will lend you money if you can prove that you don't need it. (Bob Hope)

The above are well-known quotations, which are remembered because they are funny, though only partly true. This shows that generalisations are easy to remember, if not always accurate.

2. **In written work generalisations are very useful because they can be used to present complex ideas or data in a simple form:**

Large companies can offer better career opportunities.

Language is an important means of communication.

Study the table below and compare the statements.



UK smokers by gender

Men	Women
43.8%	56.2%

- a) 56.2 % of British smokers are women.
- b) The majority of British smokers are women.

The first sentence is more accurate, but the second, which contains a generalisation, is easier to understand. However, using generalisations does involve a loss of precision, so the writer must judge when they can be used safely, and when it is better to give the full data.

cross reference

3.4 Caution

3. **There are two ways of making a generalisation:**
- a) Using the plural: *Computers are useful machines.*
 - b) Using definite article and the singular: *The computer is a useful machine.* (less common/more formal)

It is better to avoid absolute phrases such as *cats are cleverer than dogs*. Instead use more cautious phrases such as *cats tend to be cleverer than dogs* or *most cats are more intelligent than dogs*.

Write generalisations on the following topics.

- a) child/noise Example: *Children are often noisy.*
- b) flowers/presents.....
- c) city/pollution.....
- d) fresh fruit/health.....
- e) television/important.....

4. **Read the following text and underline the generalisations.**

Li Pang is a Chinese student studying architecture in Manchester. He enjoys the style of teaching as well as the cosmopolitan lifestyle the city provides. Many international students attend British universities. Most welcome the chance to meet classmates from all over the

world, and all are pleased to have the chance to improve their English. When he goes home to Shanghai, Li Pang will have a network of international contacts to support his future career.

cross reference

2.3

Comparisons

2.8

Numbers

5. Study the table.

Britain	1979	1989	1999
inflation rate	13.4%	7.8%	3.4%
interest rate	12%	13.7%	5.5%
unemployment	4.1%	6.1%	4.6%
average income	£5,000	£11,700	£19,000
average house price	£19,800	£61,500	£68,300

When making generalisations it is easy to over-generalise, using inadequate data.

The following statements were written using the data in the table above, but each contains an error. Find the error and re-write the sentence.

Example:

People were much richer in 1999 than 20 years earlier.

This ignores inflation over the period. It is more accurate to say:

Average incomes in 1999 were nearly four times higher than in 1979.

- a) Between 1979 and 1999, the worst period for unemployment was 1989.
- b) Inflation fell steadily for 20 years after 1979.
- c) There was a dramatic rise in house prices in these two decades.
- d) Interest rates peaked in 1989.

6. Study the table below and complete the generalisations.

Regional population in 2000 and forecasts for 2100, with percentage over 60 years old (millions)

Region	2000	% over 60	2100	% over 60
N. America	314	16	454	40
W. Europe	456	20	392	45
S. Asia	1,367	7	1,958	35
S. America	515	8	934	33
N. Africa	173	6	333	32

- a) By 2100, nearly half the population of W. Europe may
- b) The population of N. Africa may
- c) S. Asia and S. America both have
- d) W. Europe is likely to experience a
- e) By 2100, all these regions may

7. Read this text about dreams and write five generalisations using the data.

A recent survey on dreams, completed by over 10,000 people, found that 68% of all dreams came into the 'anxiety' category. Being chased was the most common dream, recorded by 72%. Dreams about falling (which signify insecurity) are also very common, being recorded by 70%.

55% have dreamed about relatives and friends who have died. Many people believe that dreams can foretell the future, but only 42% have experienced this type. 28% of those surveyed have dreams about food, which seem to occur during periods of weight watching, but 23% have been pleased by dreams of finding money.



- Example:
- Anxiety seems to be the cause of most dreams.
- a)
- b)
- c)
- d)
- e)

8. Numbers



1. Discussing statistical data is a necessary part of much academic writing:

Approximately 1800 children between the ages of 5 and 12 years were randomly selected.

Already 3% of the US working population (1.55 million) are employed in 70,000 centres ...

The earth's atmosphere appears to be gaining 3.3 billion metric tons of carbon annually ... but 5 winters in the 20th century were more than 2.4°C colder than average.

Figures and **numbers** are both used to talk about statistical data in a general sense.

The *figures* in the report need to be read critically.

Digits are individual numbers. Both **fractions** ($\frac{1}{2}$) and **decimals** (0.975) may be used.

4,539 – a four *digit* number

£225,000 – a six *figure* salary (a number)

Figure (Fig) 3 – Infant mortality rates in twelfth-century France (a diagram)
no final -s on *hundred/thousand/million*:

Six *million* people live in the region.

but: *Thousands* died in the last outbreak of cholera.

2. When presenting data, the writer must attempt to be accurate without confusing the reader with too much detail.

In some cases, where the actual number is unimportant, words or phrases may replace numbers to simplify the text:

43 villages were cut off by the heavy snowstorm.

Dozens of villages were cut off by the heavy snowstorm.

The following words or phrases can be used to describe quantity.

Few students attended her lecture. (less than expected)

Several bodies have been discovered under the temple floor. (3–4)

Various attempts were made to reach the sunken ship. (3–6)

Dozens of politicians attended the opening ceremony. (30–60)

Scores of books are published every week. (50–100).

Re-write the following sentences using one of the words or phrases above.

- Only four people responded to the questionnaire.
- They received nearly 100 applications for the post.
- She made five or six proposals to improve the team's performance.
- He found over 50 factual errors in the article.
- They made three or four drafts before writing the final report.

cross reference

2.12 Visual Information

3. Percentages are commonly used for expressing rates of change:

Overseas students in the university 1997–2000

1997	1998	1999	2000
200	300	600	1000

Between 1997 and 1998, the number of overseas students increased by 50%.

The number increased by 100% the following year.

There was a 400% increase between 1997 and 2000.

4. *Study the following expressions, which are also used to simplify statistics.*

one in three	a third/a quarter
twice/three times as many	the majority/the minority
a tenfold increase	fifty per cent, a percentage
to double/to halve	on average/the average number
the most/the least	a small/large proportion

Rewrite each sentence in a simpler way, using one of the expressions above.

- Of the 415 people interviewed, 308 said that they supported the president.
- Last year the number of students on the course was 28, the year before it was 20 and this year it is 24.
- In 1965 a litre of petrol cost 10p, while the price is now 80p.
- Out of 18 students in the group, 12 were women.
- The new type of train reduced the journey time to Madrid from seven hours to three hours 20 minutes.
- 15 of the students studied law, eight finance and three engineering.
- The numbers applying to this department have risen from 350 last year to 525 this year.

5. *Re-write the following sentences to present the data in a simpler way.*

- a) The population of the European part of the former Soviet Union is declining rapidly. It is forecast to fall by 18 m to 220 m in 2025, and to drop to 140 m by 2100.

Example:

The population of the European part of the former Soviet Union is forecast to fall by nearly 10% by 2025, and by nearly 40% by the end of the century.

- b) The numbers of visitors to the temples show a remarkable pattern. In 1998 just 40,000 made the journey, 83,000 in 1999 and 171,000 in 2000.
- c) More than 80% of British students complete their first degree course; in Italy the figure is 35%.
- d) Tap water costs 0.07p per litre while bottled water, on average, costs 50p per litre.
- e) Only 8% of the women surveyed believed that they had the same rights as men. A considerable 37% complained that they had far fewer rights.
- f) Life expectancy for men in the UK rose from 49 to 74 during the twentieth century.
- g) The same operation cost £1,850 at a hospital in Blackburn, £2,400 in Birmingham and £2,535 in London.
- h) In 1086 about 15% of England was forested, compared with only 4.8% in 1870.

9. References and Quotations

1. A reference is an acknowledgement that you are making use of another writer's ideas or data in your writing:

As Donner (1997) pointed out, low inflation does not always lead to low interest rates.

There are three main reasons for giving references:

- To avoid the charge of **plagiarism**, which is using another person's ideas or research without acknowledgement.
- The reference can give more authority to your writing, for it shows you are familiar with other research on the topic.
- The reader can find the original source by using the reference section, which would list the full publishing details of Donner's book:

Donner, F. (1997) *Macroeconomics*. Borchester: Borchester University Press

2. Decide which of the following need references.

- A mention of facts or figures from another writer
- An idea of your own
- Some data you have found from your own research
- A theory suggested by another researcher
- A quotation from a work by any author
- Something that is agreed to be common knowledge

cross reference

1.6 Note-Making

3. In order to give references accurately it is important to follow the following procedure:

- When reading and note-making, keep a careful record of the details of your sources. For a long piece of writing such as a dissertation a card index is useful.
- Find out which system of referencing is used in your subject area. You can do this by studying current textbooks and journals and checking departmental guidelines.
- Follow one of the methods illustrated below to give the reference.

4. a) Summary of a writer's ideas.

Orwell (1940) pointed out that although Charles Dickens described eating large meals in many of his books, he never wrote about farming. He explains this contradiction in terms of Dickens' upbringing in London, remote from the countryside.

b) Quotation of a writer's words.

Orwell clearly highlighted this inconsistency in Dickens: 'It is not merely a coincidence that Dickens never writes about agriculture and writes endlessly about food. He was a Cockney, and London is the centre of the earth in rather the same sense that the belly is the centre of the body.' (Orwell, 1940: pp. 53-54)

c) Mixture of summary and quotation.

As Orwell (1940) noted, Dickens frequently described food but was uninterested in food production. He considered that this was because of the writer's background: 'He was a Cockney, and London is the centre of the earth.' (pp.53-54)



5. Read the following extract from the same essay ('Charles Dickens' in *Inside the Whale*, Orwell, G., 1940: pp.54–55)

What he does not noticeably write about, however, is *work*. In Dickens' novels anything in the nature of work happens off-stage. The only one of his heroes who has a plausible profession is David Copperfield, who is first a shorthand writer and then a novelist, like Dickens himself. With most of the others, the way they earn their living is very much in the background.

- a) *Write a summary of the author's ideas, including a suitable reference.*
- b) *Introduce a quotation of the key part of the extract, again referring to the source.*

Combine (a) and (b), again acknowledging the source.

cross reference

3.16 Referring Verbs

6. Referring verbs use both the present and the past tenses.

It is probably best to use the present tense for recent sources or when you feel that the ideas or data are still valid:

Rathbone (1997) demonstrates the limitations of video-conferencing.

The past tense suggests that the source is older and the ideas perhaps out-of-date:

Steinbeck (1965) explored a link between cancer and diet.

7. There are three main systems of reference in use in academic writing:

- a) The system illustrated above (the Harvard) is the most common. Note the following:

Hunter (1989) states ... (date of publication in brackets when referring verb is used)

Women pose less security risk. (Burke and Pollock, 1993) (authors and date in brackets after summary)

NB. For quotations page numbers should also be given after the date.

Details of the organisation of the reference section are given in (8) below.

- b) Numbers in brackets are inserted in the text for each source, and at the end of the chapter or article the references are listed in number order:

A survey of Fortune 500 companies found that over 70% have problems recruiting skilled staff (1). Some analysts argue that this could be as high as 90% (2).

1. Cuervo, D. 1990, Whither Recruitment? *HR Journal* **13**. pp. 23–39.

2. Segall, N. 1996, *Cross-cultural studies*, Harper & Row, New York pp. 173–4.

- c) A third system uses footnotes:

More than 80% of families own or are buying their own homes.²

In this system the references are listed at the bottom of the page:

2. *The Economist*, 13 January 1996, pp. 27–8.

NB. A full reference section is required at the end of the article or book.

8. Organising the bibliography/references

Here is the reference section of an essay written by a business student.

Study the pattern of organisation and answer the following questions.

- a) How are the entries ordered?
- b) What is the difference between the information provided for:
 - i) a book by one author
 - ii) an edited book
 - iii) a source on the internet
 - iv) an article in a journal
- c) When are *italics* used?
- d) How are capital letters used in titles?
- e) How is a source with no given author listed?

REFERENCES

1. Brzeski, W. (1999) *The Polish Housing Market* www.onenet.pl (Access date 15 Feb. 2000).
2. Hill, S. (1989) *Managerial Economics, The Analysis of Business Decisions*. London: Macmillan Education Ltd. pp. 100–135.
3. Koutsoyiannis, A.P. (1963) 'Demand function for tobacco' in Wagner, L. (ed) *Readings in Applied Microeconomics*. Oxford: Oxford University Press.
4. Mintel Database (2000), *Retail Coffee Market in the UK* (31 Jan. 2000) Available via Warwick University Library (Access date 20 Feb. 2000).
5. Pass, C. and Lowes, B. (1997) *Business and Microeconomics*. London: Routledge pp. 16–40.
6. Peck, S. (2000) *Managerial Economics Course Notes*. Warwick Business School.
7. Russell, T. (1995) 'A future for coffee?' *Journal of Applied Marketing* 6 pp. 14–17.

Referencing is a complex subject and students are advised to seek specialist advice, e.g. from a library, when referencing less usual sources.

10. Style

1. *Study the style of this paragraph and underline any examples of poor style.*

A lot of people think that the weather is getting worse. They say that this has been going on for quite a long time. I think that they are quite right. Research has shown that we now get storms etc all the time.

2. **Academic writing attempts to be precise, semi-formal, impersonal and objective.**

This does not mean that pronouns like *I* and *we* are never used, but in general the focus is on presenting information as clearly and accurately as possible. In this way such writing differs from normal speech and writing, which is more personal and uses more lively idioms and phrases. Using these guidelines, the paragraph above can be analysed:

A lot of people think...	Imprecise – how many is a <i>lot</i> ?
...the weather ...	Imprecise – <i>weather</i> is short-term
...getting worse ...	Informal
They say...	Use of pronoun informal
...going on ...	Informal phrasal verb
... quite a long time.	Imprecise – how long is this?
I think...	Informal, personal phrase
Research...	Vague – whose research?
...we now get ...	Informal
...storms etc ...	Vague
...all the time.	Over-generalised

The paragraph can be rewritten:

It is widely believed that the climate is deteriorating. It is claimed that this process has been continuing for nearly 100 years. This belief appears to be supported by McKinley (1997), who shows a 55% increase in the frequency of severe winter gales since 1905.

3. **It is difficult to give rules for academic style which apply to all subject areas.**

When reading books and journals in your area you should note what is acceptable. You will probably meet exceptions to the points below as you read, but if you follow these guidelines you should be able to develop a suitable style of your own.

- a) Do not use idiomatic or colloquial vocabulary: *dad*, *guy*. Use standard English: *father*, *man*.
- b) Use vocabulary accurately. There is a difference between *rule* and *law*, or *currency* and *money*, which you are expected to know.
- c) Be as precise as possible when dealing with facts or figures. Avoid phrases such as *about a hundred* or *hundreds of years ago*. If it is necessary to estimate numbers use *approximately* rather than *about*.

cross reference

3.4 Caution

cross reference

3.2 Adverbs

cross reference

3.11 Passives

- d) Conclusions should use tentative language. Avoid absolute statements such as *education reduces crime*. Instead use cautious phrases: *may reduce crime* or *tends to reduce crime*.
- e) Avoid adverbs that show your personal attitude: *luckily, remarkably, surprisingly*.
- f) Do not contract verb forms: *don't, can't*. Use the full form: *do not, cannot*.
- g) Although academic English tends to use the passive more than standard English, it should not be over-used. Both have their place. Compare:
Manners (1995) claims that most companies perform worse when ...
It is widely agreed that most companies perform worse when ...
In the first case, the focus is on the source, in the second on what companies do.
- h) Avoid the following:
like for introducing examples. Use *such as* or *for instance*.
thing and combinations: *nothing* or *something*. Use *factor, issue* or *topic*.
lots of. Use *a significant/considerable number*.
little/big. Use *small/large*.
get phrases such as *get better/worse*. Use *improve* and *deteriorate*.
- i) Do not use question forms such as *What were the reasons for the decline in wool exports?* Instead use statements: *There were four main reasons for the decline...*
- j) Avoid numbering sections of your text, except in certain reports. Use conjunctions and signposting expressions to introduce new sections (*Turning to the question of taxation ...*). Sub-headings are widely used.
- k) When writing lists, avoid using *etc.* or *and so on*. Insert *and* before the last item:

The forests of the twelfth century consisted of oak, ash and lime.

- l) Avoid using two-word verbs such as *go on* or *bring up* if there is a suitable synonym. Use *continue* or *raise*.

cross reference

3.6 Formality in Verbs

4. *In the following, first underline the examples of poor style and then re-write them in a more suitable way:*

- a) Lots of people think that the railways are getting worse.

- b) Sadly, serious crime like murder is going up.

- c) You can't always trust the numbers in that report.

- d) The second thing is that most kids in that district will become criminals.

- e) I think that there's a big risk of more strikes, disorder etc.
- f) A few years ago they allowed women to vote.
- g) Regrettably, the inflation in Russia led to increased poverty, illness and so on.
- h) Sometime soon they will find a vaccine for malaria.
- i) What were the main causes of the American Revolution?

5. *Re-write the following paragraphs in better style.*

- a) These days a lot of kids are starting school early. Years ago, they began at five, but now it's normal to start at four or younger. Why is this? One thing is that mums need to get back to work. Is it good for the kids? Jenkins has studied this and says that early schooling causes social problems like stealing, drug-taking etc. I think he's right and we should pay mums to stay at home.



- b) Why are there so many jams on the roads these days? One thing is that public transport like trains, buses etc is so dear. A long time ago cars cost a lot but now, unfortunately, they've got a lot cheaper. Another thing is that driving is a lot nicer than waiting for a bus. The trouble is that if everyone buys a car the roads get packed.

11. Synonyms

cross reference

1.7 Paraphrasing

1. When writing it is necessary to find synonyms in order to provide variety and interest for the reader:

General Motors is the *largest motor company in the world*, with total revenues amounting to 15% of the *global automotive* market. The *giant firm* employs 360,000 people *internationally*.

largest company	giant firm
motor	automotive
in the world	global/internationally

Synonyms are not always exactly the same in meaning, but it is important not to change the register. *Firm* is a good synonym for *company*, but *boss* is too informal to use for *manager*.

- a) The accuracy of a synonym is often dependent on context. Both *pupil* and *student* could be used to identify a 15-year-old schoolgirl, but when she goes to university only *student* is normally used. *Scholar* might be a possible synonym, but it is very formal. Similarly, at university a *lecturer* could also be called a *teacher*, but in school the only possible synonym for *teacher* is the old-fashioned *master* or *mistress*.
- b) Many basic words, e.g. *culture*, *economy*, *society* or *science*, have no effective synonyms.

cross reference

3.14 Prepositions after Verbs

3. Some common academic synonyms.

Nouns		Verbs	
goal	target	reduce	decrease
study	research	achieve	reach
results	findings	alter	change
area	field	evaluate	examine
authority	source	claim	suggest
benefit	advantage	assist	help
category	type	attach	join
component	part	challenge	question
concept	idea	clarify	explain
behaviour	conduct	collapse	fall down
controversy	argument	concentrate	focus
feeling	emotion	confine	limit
beliefs	ethics	show	demonstrate
expansion	increase	eliminate	remove
interpretation	explanation	found	establish

issue	topic	develop	evolve
method	system	maintain	insist
option	possibility	predict	forecast
statistics	figures	prohibit	ban
framework	structure	retain	keep
trend	tendency	strengthen	reinforce
		accelerate	speed up

4. Find synonyms for the words and phrases in *italic*.

- a) Professor Hicks *questioned* the *findings* of the *research*.
- b) The *statistics* *show* a steady *expansion* in applications.
- c) The institute's *prediction* has caused a major *controversy*.
- d) Cost seems to be the *leading drawback* to that *system*.
- e) They will *concentrate* on the first *option*.
- f) After the lecture she tried to *clarify* her *concept*.
- g) Three *issues* need to be *examined*.
- h) The *framework* can be *retained* but the *goal* needs to be *altered*.
- i) OPEC, the oil producers' cartel, is to *cut production* to *raise* global prices.
- j) The *trend* to smaller families has *speeded up* in the last decade.

5. In the following text, replace all the words or phrases in *italic* with suitable synonyms.

A leading French company has started a new programme to reduce costs. The *company's* *programme* aims to *reduce costs* by \$100 million. All the staff have taken pay cuts, and *senior* *staff* will have their *pay cut* by 20%. The company *aims* to increase profits by 35% next year, and promises that *pay* will be *increased* if that happens.



6. Identify the synonyms in this text by underlining them and linking them to the word they are substituting for.

Example: *agency* – *organisation*

The chairman of the UK's food standards *agency* has said that a national advertising campaign is necessary to raise low levels of personal hygiene. The *organisation* is planning a £3m publicity programme to improve British eating habits. A survey has shown that half the population do not wash before eating, and one in five fail to wash before preparing food. There are over 6 million cases of food poisoning in this country every year, and the advertising blitz aims to cut this by 20%. This reduction, the food body believes, could be achieved by regular hand washing prior to meals.

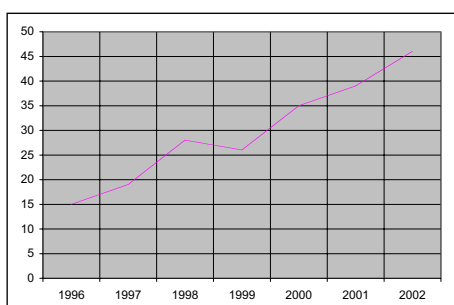
12. Visual Information

1. Visual devices such as graphs and tables are convenient ways of displaying large quantities of information in a form that is quick and simple to understand.

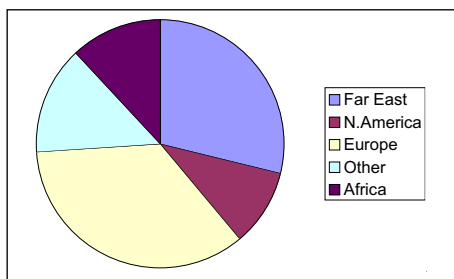
Below are illustrations of some of the main types of visuals used in academic texts. Match the uses (a–f) to the types (1–6) and the examples (A–F) in the box below.

Uses a) location b) comparison c) proportion
d) function e) changes in time f) statistical display

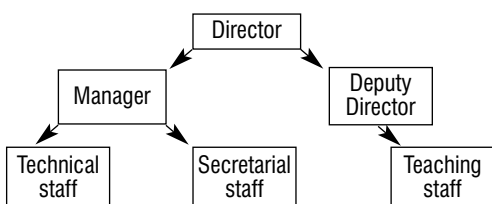
Types	Uses	Example
1. diagram		
2. table		
3. map		
4. pie chart		
5. bar chart		
6. line graph		



A. % of students with part-time jobs



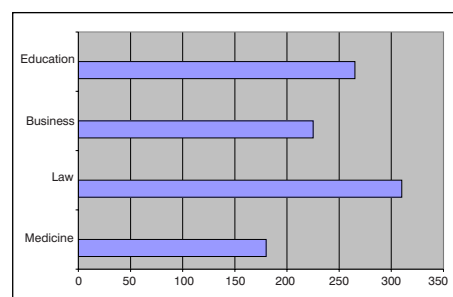
C. Origins of international students



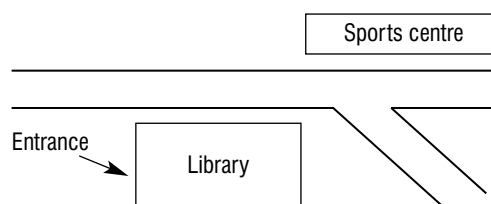
E. Structure of the Language Centre

B. Part-time student enrolments

Business	205
Education	176
History	83
Law	15
Agriculture	7



D. Student admissions by subject/2002



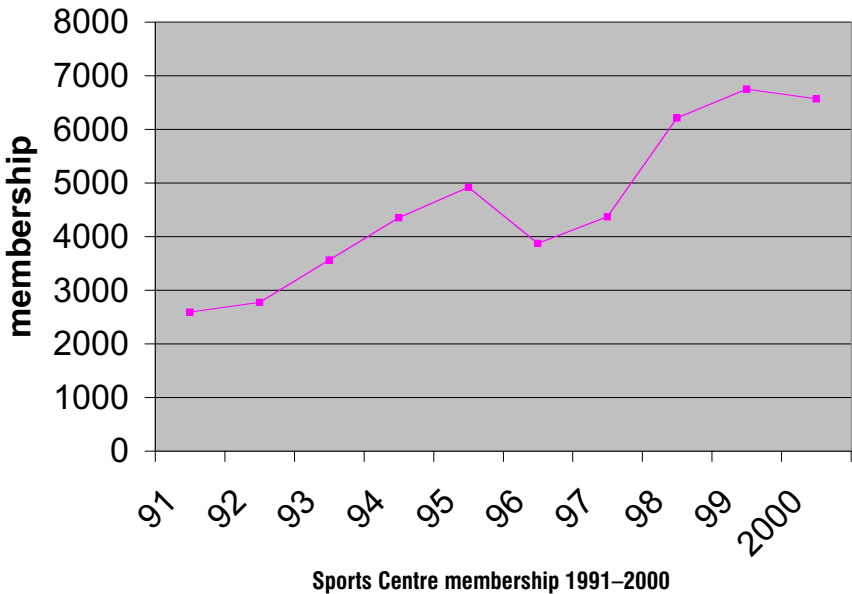
F. Position of the main library

2. The language of change

Verb →	Adverb	Verb →	Adjective + noun
grew	slightly	dropped	a slight drop
rose	gradually	fell	a gradual fall
increased	steadily	decreased	a sharp decrease
climbed	sharply		

Study the graph below and complete the description with phrases from the table above.

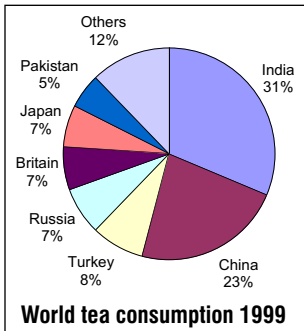
Sports centre membership a) in 1992, and then
b) until 1995, reaching a peak of 4900.
It c) in 1996, but d) the next
year. In 1998 there was a e), then a peak of 6,700 in 1999,
followed by a f) in 2000.



cross reference
2.8 Numbers

3. Although visuals do largely speak for themselves, it is usual to help the reader interpret them by briefly commenting on their main features.

The graph	shows	the changes in the price of oil since 1990
The map	illustrates	the main squatter housing areas in Ankara
The diagram	displays	the experimental set-up of the laboratory study

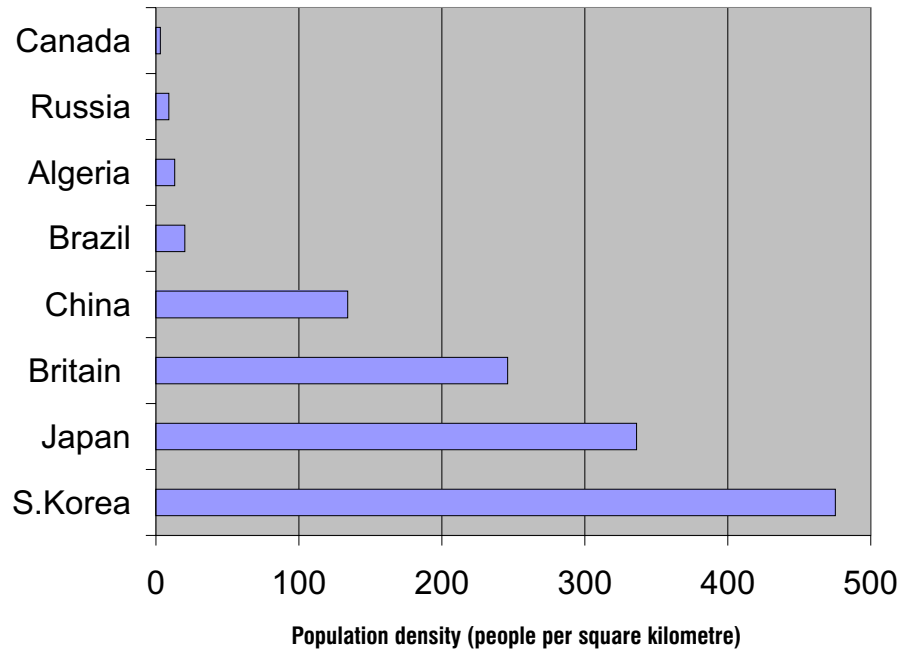


Read the following descriptions of the chart opposite. Which is better?

- a) The chart shows the quantity of tea consumed by the world's leading tea-consuming nations. India and China together consume more than half the world's tea production, with India alone consuming about one-third. Other significant tea consumers are Turkey, Russia and Britain. 'Others' includes the United States, Iran and Egypt.
- b) The chart shows that 31% of the world's tea is consumed by India, 23% by China, and 8% by Turkey. The fourth largest consumers are Russia, Japan and Britain, with 7% each, while Pakistan consumes 5%. Other countries account for the remaining 12%.

4. Complete the following description of the chart below.

The chart shows population a) in a variety of countries around the world.
 It b) the extreme contrast c) crowded nations such as South Korea (475 people per sq. km.) and much d) countries such as Canada (3 people per sq. km.). Clearly, climate plays a major e) in determining population density, f) the least crowded nations g) to have extreme climates (e.g. cold in Russia or dry in Algeria).



5. Complete the following description of the table below.

Marriage and divorce rates (per 1,000 population)

Country	Marriage rate	Divorce rate
Britain	10.7	3.4
United States	8.6	4.7
Turkey	8.0	0.5
Iran	7.8	0.5
Japan	6.2	1.8
Russia	5.2	3.2
Spain	5.2	0.8
South Africa	4.0	0.9

The a) shows the wide variations in marriage and divorce rates in a
b) of countries. The c) rate varies from 10.7 per thousand in
d) to 4.0 in South Africa, while the divorce e) ranges from 4.7 in the
United States to 0.5 in Turkey and f) It appears that in the United States more than
g) of all marriages end in divorce, while in Turkey the
h) is less than 10%. This suggests that in countries such as the United States and
Britain the high marriage rate may be a i) of the high divorce rate.

6. When referring to visual information in the text, the word *figure* is used for everything (such as maps, charts and graphs) except tables.

Figures and tables should be numbered and given a title. Titles of tables are written above, whereas titles of figures are written below the data. As with other data, sources must be given for all visual information.

Table 4: Gender balance in the School of Computing 1996–2000

Year	Men	Women
1996	109	34
1997	112	45
1998	125	41
1999	108	56
2000	118	72

Source: Author

If you are writing a lengthy work, such as a dissertation, you will need to provide lists of tables and figures, showing numbers, titles and page numbers, after the contents page.

7. Complete the description of the table above.

Table 4 shows

3. Accuracy in Writing

Student Introduction

Accuracy is only one aspect of the total fabric of good writing. Few teachers will be concerned by one minor mistake with a preposition or a plural in a sentence. But if a student is making mistakes in every other word there is likely to be serious loss of meaning, and their teacher may be unable to mark the work fairly. Many of the most common errors are highlighted in Part 1 Unit 16 (*Proof-Reading*).

Non-native speakers of English tend to have problems of accuracy which relate to their mother tongue. Japanese speakers, for example, find it difficult to use articles because these are not found in Japanese. It is clearly unrealistic for such students to aim at 100% accuracy in their written work, but equally it is important to aim to improve accuracy in order to compete with native-speaker classmates.

The components of *Accuracy in Writing* have been chosen on the basis that they regularly cause difficulties and confusion in students' writing. These units are not intended to replace a standard grammar reference book; instead they assume a good basic knowledge of English grammar and focus on those areas of concern to the writer, rather than the speaker, of English.

As in Part 2, the units are arranged alphabetically. Students may already be aware of their weaknesses and want to focus on the relevant units, or they may seek specific assistance after getting feedback on an essay. There are also two tests of accuracy in the *Writing Tests* which students can use to pinpoint their weak areas.

1. Abbreviations

1. Abbreviations are an important and expanding feature of contemporary English.

They are used for convenience, and familiarity with abbreviations makes both academic reading and writing easier. Three main types can be found:

- a) shortened words – *photo* (*photograph*)
- b) acronyms – *UNESCO*
- c) others – *NB*



2. Shortened words are often used without the writer being aware of the original form.

Bus comes from *omnibus*, which is never used in modern English, but *refrigerator* is still better in written English than the informal *fridge*. *Public house* is now very formal (*pub* is acceptable), but *television* should be used instead of the idiomatic *telly*.

3. Acronyms are made up of the initial letters of a name or phrase.

For example, *AIDS* = *acquired immune deficiency syndrome*. They are read as words. The more official acronyms are written in capitals (*NATO*), but others use lower case (*yuppie*). *NATO* stands for *North Atlantic Treaty Organisation*, which is a real body, whereas *yuppie* means *young upwardly mobile professional*, which is a concept.

4. Other abbreviations are read as sets of individual letters.

They include names of countries, organisations and companies (*USA* / *BBC* / *IBM*), and also abbreviations that are found only in written English (*PTO* = *please turn over* / *Rd* = *road*).

5. All academic subjects employ abbreviations to save time.

Examples from business/economics include:

- GDP = gross domestic product
- PR = public relations
- PLC = public limited company
- CEO = chief executive officer
- IMF = International Monetary Fund
- WTO = World Trade Organisation

6. There are many standard abbreviations found in some types of writing which have a full stop after them to indicate a shortened form.

For example, *St.* = *Saint*. Other examples are *govt.* (*government*), *co.* (*company*) and *Oct.* (*October*). With type (b) and (c) abbreviations there is no standard pattern for using full stops, so both *BBC* and *B.B.C.* are used. There is, however, a trend to use full stops less. The important thing is to employ a consistent style in your work.

7. Abbreviations can be confusing.

PC, for example, can mean *Police Constable* (in Britain), *personal computer* and also *politically correct*. *CD* may stand for *compact disc* or *corps diplomatique*. *PM* could be *Prime Minister* or *post meridiem*. It is useful to be aware of these potential confusions.

8. Certain abbreviations are found in all types of academic writing.

They include:

cf. = compare

e.g. = for example

et al. = and others (used in giving names of multiple authors)

Fig. = figure (for labelling charts and graphs)

ibid. = in the same place (to refer to source mentioned immediately before)

i.e. = that is

K = thousand

op. cit. = in the source mentioned previously

p.a. = yearly

pp. = pages

re = with reference to

9. Other abbreviations are very subject specific and may be special to one article.

In that case they need explaining:

... the developing countries with the highest per-capita dietary energy supplies (DES)

... one delegate expressed surprise that Call Centres (CCs) should ...

10. Explain the abbreviations in the following sentences.

- a) The PM told MPs that the NHS needed reform.
- b) The failure rate among IT projects reaches 70% (Smith et al., 1997).
- c) The world's most populous country i.e. China has joined the WTO.
- d) NB. CVs must be no longer than 3 sides of A4.
- e) See the OECD's recent report on the UK.
- f) The EU hopes to achieve a standard rate of VAT.
- g) The CEO intends to raise spending on R&D by 40%.
- h) Fig.4. Trade patterns on the w.w.w. (1997–2001).
- i) The WHO is concerned about the spread of TB.
- j) Director of PR required – salary approx. \$45K.
- k) GM technology is leading to advances in many fields, e.g. forestry.
- l) Prof. Wren claimed that the quality of M.Phil. and Ph.D. research was falling.

2. Adverbs

1. Adverbs are used in academic texts in a variety of ways.

Among the most important are:

- a) to provide more detail, with verbs and adjectives:

Reasonably good data are available for only ...

... decomposition *eventually* ceases in modern landfills ...

- b) individually, often at the beginning of sentences, to introduce new points:

Currently, the Earth's atmosphere appears to be ...

Alternatively, the use of non-conventional renewable energies ...

NB. These can be similar in function to conjunctions.

2. Adverbs linked to verbs and adjectives usually fall into three groups.

- a) Time (when?)

previously published

retrospectively examined

- b) Degree (how much?)

declined *considerably*

contribute *substantially*

- c) Manner (in what way?)

medically complicated

remotely located

Cross reference

2.10 Style

3. Adverbs used individually need to be employed with care.

It is dangerous to over-use them, for they may convey a sense of the author's voice commenting on the topic. As the academic writer aims to be objective, adverbs like *fortunately* or *remarkably* may be unsuitable. However, other, less subjective adverbs can be useful for opening paragraphs or linking ideas. The following examples are often followed by a comma.

Time	Relating ideas
recently	clearly
increasingly	obviously
originally	(not) surprisingly
presently	alternatively
currently	similarly
traditionally	(more) importantly

4. Insert a suitable adverb from the table into the gaps in the sentences.

- a) Most houses do not have electricity., then, there is little chance of improving living standards.



cross reference
2.12 Visual Information

- b), the internet was mainly used for academic purposes.
- c) Some courses are assessed purely by exams., coursework may be employed.
- d), there has been growing concern about financing the health service.
- e) Many birds use bright colours to attract a mate., flowers advertise their position to fertilising insects.
- f), the development should be acceptable environmentally.

5. The following adverbs are used to describe changes in the rate of something:

Small	Medium	Large
gradually	substantially	quickly
slightly	significantly	sharply
marginally	steadily	dramatically
slowly	considerably	rapidly

Note that certain adverbs are mainly used to describe changes in *time*:
Production in Russia rose *slowly* from 1920 to 1929.
Others are commonly used to show changes in *amount*:
The birth rate increased *slightly* after the revolution.

Label the adverbs in the table above either A (amount) or T (time).

cross reference
2.8 Numbers

6. Use a suitable adverb to complete the following sentences.

- a) Last year inflation increased from 2% to 2.3%.
- b) Life expectancy has fallen in the last 20 years, by about 15%.
- c) The price was reduced, so that a £12 book was offered for £6.
- d) Sales rose while he was chairman, averaging 14% per year.
- e) The numbers of people voting has declined, from 80% to 65%.
- f) The crime rate climbed in the early 1990s, by 20–25% a year.
- g) In the last four years unemployment has fallen, from 5% to 3.5%.
- h) In the first two years of the war the suicide rate dropped, by over 30% each year.

3. Articles

cross reference

3.10 Nouns: Countable and Uncountable

1. Unless they are uncountable, all nouns need an article when used in the singular.

The article can be either *a/an* or *the*. Compare:

- a) Research is *an* important activity in universities.
- b) *The* research begun by Dr Mathews was continued by Professor Brankovic.
- c) *A* survey was conducted among 200 patients in the clinic.

In (a) research, which is usually uncountable, is being used in a general sense.

In (b) a specific piece of research is identified.

In (c) the survey is not specified and is being mentioned for the first time.

2. The rules for using *the* (the definite article) are quite complex.

Decide why it is used, or not used, in the following examples.

- a) The most famous fictional detective is Sherlock Holmes.
- b) The USA was founded in the eighteenth century.
- c) The government changed its attitude in the 1980s.
- d) In many companies, the knowledge of most employees is a wasted resource.
- e) The moon orbits the earth every 28 days.
- f) The south is characterised by poverty and emigration.
- g) Charles Dickens, the English novelist, died in 1870.
- h) The River Trent runs through the middle of England.
- i) The World Health Organisation was founded in 1948.

3. In general, *the* is used with:

- a) superlatives (*most famous*)
- b) time periods (*eighteenth century/1980s*)
- c) unique things (*government/moon/earth*)
- d) specified things (*knowledge of most employees*)
- e) regions and rivers (*south/River Trent*)
- f) very well-known people and things (*English novelist*)
- g) institutions and bodies (*World Health Organisation*)
- h) positions (*middle*)

It is *not* used with:

- i) names of countries, except for the UK, the USA and a few others
- j) abstract nouns (*poverty*)
- k) companies/bodies named after people/places (*Sainsbury's, Sheffield University*)

cross reference

3.8 Nationality Language

4. In the following sentences, decide if the words in *italic* are specific or not. Insert **the if specific.**

- a) *engineering* was the main industry in the region.
- b) *global warming* is partly caused by *fossil fuels*.
- c) *Russian revolution* was partly a result of *First World War*.
- d) *fraud* is costing *banking industry* millions of pounds a year.
- e) *drought* may have been a factor in *decline* of the Maya empire.
- f) *forests of Scandinavia* produce most of *world's* paper.

5. Complete the sentences with either **the or **nothing**.**

- a) Japanese emperor lives in centre of Tokyo.
- b) Already 3% of US working population are employed in call centres.
- c) purpose of this paper is to evaluate tests of intelligence.
- d) Picasso, Spanish painter, was born in nineteenth century.
- e) best definition is often simplest.

6. Complete the following text by inserting **a/an/the (or **nothing**) in each gap.**

THE ORIGINS OF @

Giorio Stabile, a) professor of b) history at La Sapienza university in Rome, has demonstrated that c) @ sign, now used in email addresses, was actually invented 500 years ago. Professor Stabile has shown that d) @, now e) symbol of f) internet, was first used by Italian merchants during g) sixteenth century.

He claims that it originally represented h) unit of volume, based on i) large jars used to carry liquids in j) ancient Mediterranean world. He has found k) first example of its use in l) letter written in 1546 by m) merchant from Florence. n) letter, which was sent to Rome, announces o) arrival in p) Spain of ships carrying gold from South America.

q) professor argues that r) @ sign derives from s) special script used by these merchants, which was developed in t) sixteenth century.

According to him, u) loop around v) 'a' is typical of that style. He found w) evidence while researching x) visual history of y) twentieth century.



4. Caution

cross reference
2.10 Style

1. A cautious style is necessary in some areas of academic writing:
- Primary products ... *usually* have low supply and demand elasticities ...
- ... multiple factors *may* lead to a psychiatric consultation
- ... some parameters *might* depend on the degree of water content in the sand
- ... women *tend to* value privacy more than men
- ... other studies *suggest* that some permanent modal shift will occur
- Areas where caution is particularly important include:
- a) outlining a hypothesis that needs to be tested, (e.g. in an introduction)
 - b) discussing the results of a study, which may not be conclusive
 - c) commenting on the work of other writers

cross reference
2.7 Generalisations
3.7 Modal Verbs

2. Caution is needed to avoid making statements that are too simplistic:
- Poor education leads to crime.
- Such statements are rarely completely true. There is usually an exception that needs to be considered. Caution can be shown in several ways:
- (modal verb) Poor education *can* lead to crime.
- (adverb) Poor education *frequently* leads to crime.
- (verb/phrase) Poor education *tends to* lead to crime.
- There is a tendency* for poor education to lead to crime.

Complete the box below with more examples.

Modals	Adverbs	Verb/phrase
can	frequently	tends to there is a tendency

3. Rewrite the following sentences in a more cautious way.
- a) Private companies are more efficient than state-owned businesses.
 - b) Computer manuals are difficult to understand.
 - c) Older students perform better at university than younger ones.
 - d) Exploring space is a waste of valuable resources.
 - e) English pronunciation is confusing.
 - f) Global warming will cause the sea level to rise.
 - g) Science students work harder than those studying humanities.
 - h) Concrete is the best material for building bridges.

cross reference

3.16 Referring Verbs

4. Another way to express caution is to use *quite*, *rather* or *fairly* before an adjective.

a *fairly* accurate summary

quite a significant correlation

a *rather* inconvenient location

NB. *quite* is often used before the article. It is often used positively, whereas *rather* tends to be used negatively.

When referring to sources, the verb used indicates the degree of caution appropriate. Compare:

Widmerpool (1999) *states* that junior doctors work longer than ... (positive)

Le Bas (1983) *suggests* that more training would result in ... (cautious)

Other verbs that imply tentative or cautious findings are:

think/consider/hypothesise/believe/claim/presume

5. Rewrite the following text in more cautious language.

A team of American scientists have found a way to reverse the ageing process. They fed diet supplements, found in health food shops, to elderly rats, which were then tested for memory and stamina. The animals displayed more active behaviour after taking the supplements, and their memory improved. In addition, their appearance became more youthful and their appetite increased.

The researchers say that this experiment is a clear indication of how the problems of old age can be overcome. They state that in a few years' time everyone will be able to look forward to a long and active retirement.



4. Insert a suitable conjunction in each gap.

- a) the course was voluntary only seven students attended.
- b) The longest day of the year, June 21st, was a time of festivity.
- c) the equipment was checked the experiment was repeated.
- d) most people use the train, a minority walk or cycle.
- e) Brick is a thermally efficient building material. It is,, cheap.
- f) Demand has increased for summer courses, extra ones are offered this year.

5. Complete the following biography by inserting suitable conjunctions.

THE BEATLES

The group which became the Beatles was formed in 1960 by John Lennon and Paul McCartney, with George Harrison and Ringo Starr joining later. a) playing in small clubs for two years their first record, *Love Me Do*, was released. *She Loves You*, in 1963, broke all previous sales records in Britain. b) their simplicity, the early Beatles songs c) *Yesterday* and *Paperback Writer* are still seen as masterpieces of musical genius. d), the unusual haircuts and clothes worn by the Beatles fitted well with the style of the mid-1960s. The popularity of the group soon spread to the USA and e) around the world, f) the media invented the term 'Beatlemania' to describe the excitement that was part of their tours. g) their popularity the group were awarded the MBE by the Queen in 1965, h) this caused anger among some of the older holders of this award.

In 1966 the Beatles stopped live performances, i) their music was becoming too complex to produce on stage. A year later *Sgt. Pepper's Lonely Hearts Club Band* was released, j) was immediately recognised as one of the most influential works in the history of popular music. k), the pressures of fame were beginning to affect all the members of the band, l) that they found it harder to work together. They played together for the last time in 1969 and m) split up in 1970.

6. Conjunctions of opposition

Note the position of the conjunctions in the following examples.

The economy is strong, *but/yet* there are frequent strikes.

Although there are frequent strikes, the economy is strong.

In spite of/despite the frequent strikes, the economy is strong.

There are frequent strikes. *However/nevertheless*, the economy is strong.



Write two sentences in each case.

Example: The equipment was expensive/unreliable.

The equipment was expensive but unreliable.

Although the equipment was expensive, it was unreliable.

- a) The government claimed that inflation was falling. The opposition said it was rising.
 - i)
 - ii)
- b) This department must reduce expenditure. It needs to install new computers.
 - i)
 - ii)

7. Finish the sentences in a suitable way.

- a) In contrast to America, where gun ownership is common,
- b) Despite leaving school at the age of 14,
- c) The majority displayed a positive attitude to the proposal, but
- d) The review has examined six studies of medical policy;
however
- e) Although the spring was cold and dry,

6. Formality in Verbs

cross reference
2.10 Style

cross reference
2.11 Synonyms
3.14 Prepositions after Verbs

1. A feature of most academic writing is a tendency to use rather formal verbs to express the writer’s meaning accurately:
- ... supply of energy required to *accelerate* the growth ...
- ... the development that is *envisaged* here needs to be not only sustainable ...
- In spoken English we would be more likely to use *speed up* and *imagined*.
2. Study the list below and find the meaning in each case.
- NB. Some of these verbs, e.g. *hold*, are used in academic writing with a special meaning.

Verb	Example of use
to adapt	the health system has been <i>adapted</i> from France
to arise	a similar situation <i>arises</i> when we look at younger children
to carry out	the largest study was <i>carried out</i> in Finland
to characterise	developing countries are <i>characterised</i> by
to clarify	the project was designed to <i>clarify</i> these contradictions
to concentrate on	that study <i>concentrated on</i> older children
to be concerned with	the programme is <i>concerned</i> primarily <i>with</i> ...
to demonstrate	further research has <i>demonstrated</i> that few factors ...
to determine	the water content was experimentally <i>determined</i>
to discriminate	a failure to <i>discriminate</i> between the two species
to emphasise	the 1987 report <i>emphasised</i> energy efficiency
to establish	the northern boundary was <i>established</i> first
to exhibit	half of the patients <i>exhibited</i> signs of improvement
to focus on	her work <i>focused on</i> female managers
to generate	a question that has <i>generated</i> a range of responses
to hold	Newton’s second law, $F = ma$, <i>holds</i> everywhere ...
to identify	three main areas have been <i>identified</i>
to imply	previous research <i>implies</i> that size is a good predictor
to indicate	all the surveys <i>indicate</i> that employees prefer pay rises
to interact	understand how the two systems <i>interact</i>
to interpret	the conclusion can be <i>interpreted</i> as a limited success
to manifest	as <i>manifested</i> in anti-social behaviour
to overcome	both difficulties were <i>overcome</i> in the first week
to predict	the study <i>predicts</i> that productivity will decline next year
to propose	they <i>propose</i> that social class is the main factor

to prove	the use of solar power is <i>proving</i> successful
to recognise	he is now <i>recognised</i> as a leading expert
to relate to	the pattern was <i>related to</i> both social and physical factors
to supplement	the diet was <i>supplemented</i> with calcium and iodine
to undergo	the system <i>underwent</i> major changes in the 1980s
to yield	both surveys <i>yielded</i> mixed results

3. *Select the better alternative in each case.*

- The survey *proved/yielded* a surprising amount of information on student politics.
- This question *arose/manifested* when older students were examined.
- Both writers attempt to *demonstrate/imply* that older employees are more reliable.
- Darwin *held/indicated* very strong views on this issue.
- It must be *proved/emphasised* that these results are only provisional.
- One of the chimpanzees *supplemented/exhibited* signs of nervousness.
- Freud was *concerned/identified* primarily with middle-class patients.
- The study was *generated/carried out* to explore the issue of religious tolerance.



4. *Insert a suitable verb from the box below into each gap.*

overcome	predict	demonstrate	interpret
discriminate	recognise	clarify	focus on

- The results clearly that younger children learn more quickly.
- This paper attempts to the confusion surrounding studies of infertility.
- Social class must be as a leading factor in educational success.
- His study fails to between the various types of reinforced concrete.
- Most experts failed to the collapse of Soviet power in 1989.
- It seems profitable to the record of smaller companies.
- The noises made by whales have been in several ways.
- This problem was by reversing the direction of the gas flow.

7. Modal Verbs

1. Modal verbs used in academic writing tend to have three main meanings:

a) Ability

May and *can* are similar but *can* is more common:

The assessment ... *may* be made in a variety of ways

... with smaller samples this method *cannot* be used ...

... one faculty *can* have more than one academic programme ...

b) Degrees of certainty

Will and *should* are used for predictions of near certainty (*will* is stronger):

... in the knowledge that the parent *will* be there when needed

Improved facilities *should* lead to lower staff turnover

May and *might* both suggest possibility:

Landfill carbon sequestration *might* supplement fossil fuel combustion ...

... multiple factors *may* lead to a psychiatric consultation ...

Would and *could* are used in conditional situations (not always with *if*):

... or *would* we conclude that the observation is uninformative?

... estimates of the model's parameters *could* conceivably be computed ...

c) Degrees of obligation

Must suggests strong obligation; *should* is for recommendations:

To obtain a total estimate ... several approximations *must* be used

A primary research emphasis ... *should* then be on identifying ...

2. Complete the following sentences with a suitable modal of ability.

- The question is whether democracy survive in such difficult conditions.
- Fifty years ago a new house be bought for £1500.
- Students be expected to write more than one long essay a week.
- The mistakes of past historians now be clearly seen.
- Jenkins (1976) argued that aluminium be used in place of steel.

3. Complete the following with a suitable modal of certainty.

- It not be surprising if the company were bought by a rival.
- Various social situations lead to a child's loss of confidence.
- Other studies confirm that a permanent shift in transport use occur.
- By 2020 most children have internet access by the age of five.
- If the pressure is lowered, the reaction take place more quickly.

cross reference

3.4 Caution



- f) In the long term, solar power make a significant contribution.

4. Use a suitable modal of obligation to complete the following.

- Students studying abroad take some of their favourite music with them.
- All books be returned to the main library by June 19th.
- First-year undergraduates take at least three modules from the list below.
- The second part of the essay focus on the differences in the results.

5. In the following sentences, the meaning changes according to the modal verb used. Find two possibilities, giving the meanings in each case.

Example:

Using the internet means the company *can* sell its products worldwide. (ability)

Using the internet means the company *might* sell its products worldwide. (possibility)

- The poorest people be helped by improving the supply of water (.....)
The poorest people be helped by improving the supply of water (.....)
- Tribal leaders of the 1st century BC have used writing. (.....)
Tribal leaders of the 1st century BC have used writing. (.....)
- Few people agree to take part in the experiment. (.....)
Few people agree to take part in the experiment. (.....)
- Care always be taken when interpreting 19th-century data. (.....)
Care always be taken when interpreting 19th-century data. (.....)
- By the mid-21st century poverty be abolished. (.....)
By the mid-21st century poverty be abolished. (.....)
- Repeating the study confirm their findings. (.....)
Repeating the study confirm their findings. (.....)

8. Nationality Language

1. Most nationalities have a regular pattern of nouns and adjectives.

- Germany is a leading industrial economy. (country)
- The German capital is Berlin. (adjective)
- German is spoken by over 100 million. (language)
- Germans/The Germans like wine. (people)
- Most national adjectives end in -an/-ian/-ish/-ch/-ese/-i.

2. Some nationalities are less regular.

- Holland/The Netherlands is located between Belgium and Germany.
- The Dutch capital is The Hague.
- Dutch is related to German.
- Dutch people often speak English well.

Country	People	Country	People	Country	People
Denmark	Danes	Iraq	Iraqis	Switzerland	Swiss
Greece	Greeks	Pakistan	Pakistanis	Chile	Chileans
Poland	Poles	Thailand	Thais	Portugal	Portuguese

3. Write similar sentences to those above about two of the following:

France	Japan	Egypt	India	Ireland	Mexico
--------	-------	-------	-------	---------	--------

- i)

ii)

iii)

iv)
- i)

ii)

iii)

iv)

cross reference

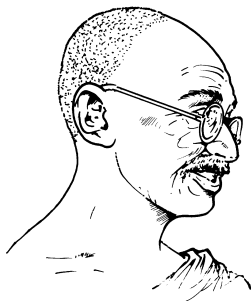
3.3 Articles

4. The definite article is used with a few countries:

- The United Arab Emirates
- The United States
- The United Kingdom
- The Czech Republic
- With national adjectives ending in -an/-ian it is possible to say, for example:
Italians/The Italians/Italian people have enjoyed opera for over 200 years.
- With other endings the first form is not possible:
The Japanese/Japanese people like watching sumo wrestling.
- NB. England is not a political unit. Although it is possible to use English people/English food, the nationality is British. The country’s name is Britain or the United Kingdom.

5. *Complete the spaces in the following sentences with one word.*

- a) Beijing is the capital.
- b) The rouble is the currency.
- c) The largest city in is Sydney.
- d) Many people enjoy going to bullfights.
- e) Nelson Mandela was the president.
- f) are the only South Americans who speak Portuguese.
- g) The capital is Baghdad.
- h) speak Spanish and make fine cigars.



6. *Write sentences about some of the people in the box, giving their nationality.*

Ronaldo	Bill Clinton	Pablo Picasso	Bob Marley
Saddam Hussein	Mao Tse-tung	Akio Morita	Beethoven
Margaret Thatcher	Josef Stalin	Mahatma Gandhi	Yasser Arafat

Example:

Ronaldo is a Brazilian footballer/Ronaldo comes from Brazil.

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)

9. Nouns and Adjectives

1. *Compare these sentences:*

The *efficiency* of the machine depends on the *precision* of its construction.

Precise construction results in an *efficient* machine.

The first sentence uses the nouns *efficiency* and *precision*. The second uses adjectives: *precise* and *efficient*. Although the meaning is similar the first sentence is more formal. Effective academic writing requires accurate use of both forms, which can be easily confused.

2. *Underline and correct the mistakes in the following:*

- a) Some areas of the capital are not safety.
- b) Various culture patterns in French society need to be considered.
- c) The deep of the lake is calculated at 550 metres.
- d) A health diet includes fresh fruit and vegetables.

3. *Complete the gaps in the table below.*

Noun	Adjective	Noun	Adjective	Noun	Adjective
height		reliability		heat	
	strong		confident		true
width		probability		necessity	
	long		dangerous		relevant

4. *Insert a suitable noun or adjective from the table in each sentence.*

- a) These data appear not to be and should not be trusted.
- b) The of the matter may never be known, since all the records are lost.
- c) There is a strong that coffee prices will fall next year.
- d) In some places the River Zambesi is more than three kilometres
- e) The results are so surprising it will be to repeat the experiment.
- f) It is not easy to see the of art history to engineering.
- g) Regularly backing-up computer files reduces the of losing vital work.
- h) Revising for exams is a tedious
- i) The building's is due to its massive steel frame.
- j) in the banking system was destroyed by years of inflation.

5. *Underline the adjective(s) in each sentence for which it is possible to form a related noun. Write the noun in brackets.*

Example:

Few patients are likely to suffer side-effects from the drug. (likelihood)

- a) Various methods of dealing with the spread of malaria were suggested. (.....)
- b) Dr Lee adopted an analytical approach to the inquiry. (.....)
- c) Antibiotics were not available in the first half of the 20th century. (.....)
- d) Her major contribution to the research was her study of folklore in Spain. (.....)
- e) The precise number of people affected by the earthquake is unknown. (.....) (.....)
- f) Some progress was made in the theoretical area. (.....)
- g) A frequent complaint is that too much work is expected in the first semester. (.....)
- h) We took a more critical approach to irrigation. (.....)
- i) The Department of Social Policy is offering three courses this year. (.....)
- j) Finally, the practical implications of my findings will be examined. (.....)

6. Complete the gaps in the table below.

Noun	Adjective	Noun	Adjective
approximation	approximate		particular
superiority		reason	
	strategic		synthetic
politics		economy	
	industrial		cultural
exterior		average	

7. Complete the sentences with nouns or adjectives from the table above.

- a) The..... consequences of the war were inflation and unemployment.
- b) 365.25 days is an..... of the length of the solar year.
- c) One..... of British weather is that it is very changeable.
- d) All..... doors are fitted with security systems.
- e) They attempted to make a..... of all the different proposals.
- f) The..... length of time patients have to wait is 34.6 weeks.
- g) The traditional idea that the sun went round the earth was....., but wrong.
- h) Ancient Japanese..... was highly developed in areas such as poetry and ceramics.

10. Nouns: Countable and Uncountable

1. Most nouns in English are countable, but the following are generally uncountable, i.e. they are not usually used with numbers or the plural 's'.

accommodation	information	scenery
advice	knowledge	staff
behaviour	money	traffic
commerce	news	travel
data	permission	trouble
education	progress	vocabulary
equipment	research	weather
furniture	rubbish	work

cross reference

3.18 Singular/Plural

2. Another group of uncountable nouns is used for materials:

wood/rubber/iron/coffee/paper/water/oil/stone

Little *wood* is used in the construction of motor vehicles.

Huge amounts of *paper* are used to produce magazines.

Many of these nouns can be used as countable nouns with a rather different meaning:

Over twenty daily *papers* are published in Delhi.

Many *woods* in the county have a long recorded history.

3. The most difficult group can be used either as countable or uncountable nouns, often with quite different meanings.

She developed *an interest* in bio-genetics.

The bank is paying 4% *interest* on six-month deposits.

Other nouns with a similar pattern are used for general concepts (*love/fear/hope*).

Most people feel that *life* is too short. (in general)

Nearly twenty *lives* were lost in the mining accident. (in particular)

Complete the following sentences to show the differences in meaning.

- Three years' experience
- She had some exciting experiences while
- Most small businesses have
- In many countries it is normal to discuss business
- A number of capitals such as Washington and Canberra are
- Huge amounts of capital
- Two world wars in thirty years caused
- War is a feature of
- was the cause of six deaths.
- Death is
- New medicines are developed
- Studying medicine at university can be

4. Note the importance of the type of noun in the following structures:

- Questions: *How much accommodation* (U) is available for rent?
 How many rooms (C) are vacant next month?
- Negatives: *Not much/Little equipment* (U) was needed for the experiment.
 Not many/Few machines (C) were functioning in the IT room.

5. In the following sentences, choose the correct alternative.

- a) *Little/few* news reached the prisoners in the castle.
- b) He established three successful *businesses/business* in 1995.
- c) Substantial *experiences/experience* of report writing *are/is* required.
- d) It has often been claimed that *travel broadens/travels broaden* the mind.
- e) *Paper was/papers were* very expensive in the Middle Ages.
- f) *How much advice/many advices* were they given before coming to Britain?
- g) She had *little interest/few interests* outside her work.
- h) The insurance policy excludes the effects of civil *war/wars*.
- i) *Irons were/iron was* first powered by electricity in the twentieth century.
- j) They studied the *behaviour/behaviours* of three groups of lions over two years.



6. Complete the gaps in the following paragraph with **much/many/little/few**.

Very a) data is available to students of housing of the 6th–9th centuries A.D. No complete examples survive, and researchers are not certain how b) information can be taken from the literature. It is not clear how c) people lived in each house, and in the d) sites that have been investigated (only four in the whole country) e) progress has been made towards finding a standard floor plan.

11. Passives

cross reference

2.10 Style

1. The passive is used when the writer wants to focus on the result, not on the cause:

The book was written *in 1926*. (passive)

My father wrote the book. (active)

In the first sentence, the emphasis is on the date, in the second on the writer. So the passive is used in written English when the cause (a person or thing) is less important or unknown.

The treaty *will be signed* next year. (by someone)

The tower *was destroyed* a century ago. (by something)

It is quite common to show the cause of the action by adding *by ...*

The army was helped *by good weather* in the autumn of 1296.

2. The passive is also used in written work to avoid using *I* or *we*:

The findings *were evaluated*.

An analysis *will be made*.

Change the following into the passive.

- a) We collected the data and compared the two groups.
- b) I interviewed 120 people in three social classes.
- c) They checked the results and found several errors.

cross reference

3.2 Adverbs

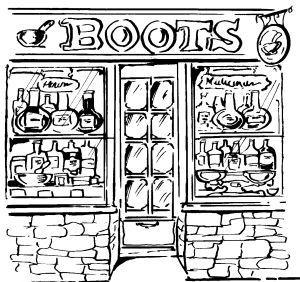
3. An adverb is often inserted in a passive form:

This process *is commonly called* 'networking'.

Change the following sentences from active to passive and insert a suitable adverb from the box below.

- a) A storm damaged 40% of the houses in the port.
- b) The Connors family ran the company until 1981.
- c) They had built the house near the station.
- d) Picasso painted the portrait of the old man.
- e) They provided pencils for all students in the exam.
- f) Doctors tested over 550 people for the disease over a three-year period.
- g) The researchers calculated the percentages to three decimal places.
- h) They called their business the Universal Trading Company.

conveniently	optimistically	helpfully	brilliantly
regularly	precisely	efficiently	badly



4. In most texts the active and the passive are mixed.

Read the following article and underline the passives.

BOOTS THE CHEMISTS

When John Boot died at 45, he was worn out by the strain of establishing his herbal medicine business. He had worked his way up from his early years as a farm labourer to be the owner of a substantial business. He was born in 1815, became a member of a Methodist chapel in Nottingham, and later moved to the city. Concerned by the situation of the poor, who were unable to afford a doctor, in 1849 he opened a herbal medicine shop which was called the British and American Botanic Establishment. In the early stages John was helped financially by his father-in-law, while his mother provided herbal knowledge.

On his death in 1860 the business was taken over by his wife, and she was soon assisted by their 10-year-old son, Jesse. He quickly showed the business ability which transformed his father's shop into a national business. He opened more shops in poor districts of the city and pioneered advertising methods. Another innovation was to do all his business in cash, rather than offering credit.

5. Could all the passives in the text be replaced by the active? What would be the result if most of them were?

6. The passive is used more in written than in spoken English, but should not be over-used, because it can give a very formal tone.

In the following text, which continues the history of Boots, the passive is used throughout. Change some of them into the active.

In 1889 he was introduced to Florence Rowe, the daughter of a bookseller, while on holiday. Her influence was felt by the business after they were married: the product range was enlarged to include stationery and books. In addition she was responsible for the introduction of the Boots subscription library and in-store cafes.

During World War 1 the factories were used to make a variety of products from sterilizers to gas masks. But by 1920 Jesse was being attacked by arthritis and was worried by the economic prospects. Boots was sold to an American rival for £2 m. This, however, was made bankrupt during the Depression and Boots was then bought by a British group for £6 m, while Jesse's son, John, was made chairman. The famous No. 7 cosmetics range was launched in the 1930s. In the 1939–45 War the saccharin equivalent to 700,000 tons of sugar was produced in the Nottingham factories.

12. Prefixes and Suffixes

1. *Automatically* and *uncontrollable* are examples of words containing prefixes and suffixes. Words like these are much easier to understand if you know how prefixes and suffixes affect word meaning.

Prefixes change or give the meaning.

Suffixes show the meaning or the word class.

Prefix	Meaning	Suffix	Word class/meaning
auto-	by itself	-ally	adverb
un-	negative	-able	ability

The machine started *automatically*.

The class of young boys was *uncontrollable*.

2. Prefixes.

- a) Negative prefixes. *un-*, *in-*, *mis-* and *dis-* often give adjectives and verbs a negative meaning: *unclear*, *insane*, *mishear*, *disagree*.
- b) A wide variety of prefixes define meaning, e.g. *pre-* usually means *before*; hence *prefer*, *prehistory* and, of course, *prefix*.

3. Common prefixes.

Find the meaning(s) of each prefix.

NB. Some prefixes have more than one meaning.

auto	autopilot	The plane flew on <i>autopilot</i> for six hours
co	co-ordinator	The <i>co-ordinator</i> invited them to a meeting
ex	ex-girlfriend	He met his <i>ex-girlfriend</i> on the station
ex	exclusive	It is difficult to join such an <i>exclusive</i> club
micro	microscope	She studied the tiny animals with a <i>microscope</i>
multi	multinational	Ford is a <i>multi-national</i> motor company
over	oversleep	After <i>oversleeping</i> twice she got an alarm clock
post	postpone	The meeting is <i>postponed</i> to next Monday
re	return	<i>Return</i> the letter to the sender
sub	subtitle	Chinese films have <i>subtitles</i> in England
under	undergraduate	Most <i>undergraduate</i> courses last 3 years
under	undercook	<i>Undercooked</i> meat can be a health hazard

N.B. Some prefixes have more than one meaning

4. *Suggest possible meanings for the words in italic.*

- a) Criminal activity seems to be very common among the *underclass*.
- b) The passengers found the jet was *overbooked* and had to wait for the next flight.



- c) The *microclimate* in my garden means that I can grow oranges.
- d) It is claimed that computers have created a *post-industrial* economy.
- e) Most film stars have *ex-directory* phone numbers.
- f) It is believed that dreams are produced by the *subconscious*.

5. Suffixes.

- a) Some suffixes like *-ion*, *-ive* or *-ly* help the reader find the word class.
- b) Other suffixes add to meaning, e.g. *-ful* or *-less* after an adjective have a positive or negative effect (*thoughtful*/*thoughtless*).

6. Word class suffixes.

nouns	<i>-er</i> often indicates a person: <i>teacher, gardener</i>
	<i>-ee</i> shows the person who is the subject: <i>trainer/trainee</i>
	<i>-ism</i> and <i>-ist</i> are used with belief systems and their supporters: <i>capitalism/capitalist</i>
	<i>-ness</i> converts an adjective into a noun: <i>sad/sadness</i>
	<i>-ion</i> changes a verb to a noun: <i>convert/conversion</i>
adjectives	<i>-ive</i> : <i>effective, constructive</i>
	<i>-al</i> : <i>commercial, agricultural</i>
	<i>-ous</i> : <i>precious, serious</i>
verbs	<i>-ise/-ize</i> to form verbs from adjectives: <i>private/privatise</i>
adverbs	<i>-ly</i> ; most (but not all) adverbs have this suffix: <i>happily</i>

7. Meaning suffixes.

A few suffixes contribute to the meaning of the word:

-able has the meaning of *ability*: a *watchable* film, *changeable* weather

-wards means *in the direction of*: the ship sailed *northwards*

-ful and *-less*: *hopeful* news, a *leaderless* army

8. Give the word class and suggest possible meanings for:

- a) cancellation
- b) unpredictable
- c) coincidental
- d) saleable
- e) uncooperatively
- f) interviewee
- g) evolutionary
- h) surrealism
- i) protester
- j) symbolically

9. Study each sentence and find the meaning of the words in italic.

- a) The film is a French–Italian *co-production* made by a *subsidiary* company.
- b) When the car crashed she screamed *involuntarily* but was *unharmed*.
- c) Using *rechargeable* batteries has *undoubted* benefits for the environment.
- d) The *unavailability* of the product is due to the *exceptional* weather.
- e) There is a *theoretical* possibility of the cloth *disintegrating*.

13. Prepositions

cross reference

3.14 Prepositions after Verbs

1. Underline the prepositions in the following text.

The purpose of this paper is to examine the development of the textile industry in Britain over the period 1750–1850. This clearly contributed to the nation's industrialisation, and was valuable for stimulating exports. In conclusion, the paper sets out to demonstrate the relationship between the decline in agricultural employment and the supply of cheap labour in the factory context.

The table lists the main ways of using prepositions.

Find one example of each in the text.

noun + preposition	purpose of
verb + preposition	
adjective + preposition	
phrasal verb	
preposition of place	
preposition of time	
phrase	

NB. The difference between phrasal verbs and verbs with prepositions:

The cars are *made in* Korea. (verb + preposition = easy to understand)

The writer *made up* the story in a night. (phrasal verb = hard to understand)

2. Study these further examples of preposition use and decide on their type.

- There are a number of limitations to be considered ... (noun +)
- The results would be applicable to all managers ... (.....)
- ... the data was gathered from a questionnaire (.....)
- All the items were placed within their categories (.....)
- The results of the investigation are still pertinent ... (.....)
- The respondents had spent on average 4.9 years ... (.....)
- ... most countries in sub-Saharan Africa ... (.....)
- ... within a short spell of four years (.....)

3. Insert a suitable preposition before or after the nouns in the sentences below.

- Evidence is presented in support the value of women's work.
- A small change demand can lead to large price rises.
- Many examples were found high levels of calcium.
- We tried to assess the feasibility allowing children to choose their own subjects.
- The second point is their impact developing countries.

4. Complete the following phrases with the correct prepositions.

- the whole
- point view

- c) in respect
- d) spite of
- e) in support

5. *Complete the following sentences with suitable prepositions of place or time.*

- a) the respondents, few had any experience of working abroad.
- b) Industrial production declined gradually 1976 1985.
- c) Most workers the European Union retire before the age 60.
- d) Albert Einstein was born Germany 1879.
- e) Many flowers open their petals the morning and close them night.
- f) the surface, there is no difference male and female responses.



6. *Complete the text with suitable prepositions.*

This study sets a) to answer the controversial question b) whether increased food supply c) a country makes a significant contribution d) reducing malnutrition e) children. It uses data collected f) 75 countries g) 1969 and 1987. The findings are that there was a considerable improvement h) the majority i) countries, despite population increases j) the period. However, a clear distinction was found k) the poorest countries (e.g. l) South Asia), where the improvement was greatest, and the wealthier states such as those m) North Africa. Other factors, notably the educational level n) women, were also found to be critical o) improving childhood nutrition.

14. Prepositions after Verbs

cross reference

3.6 Formality in Verbs

3.13 Prepositions

1. The following verbs are generally used with these prepositions:

Verb + prep.	Example
add to	The bad weather <i>added to</i> the General's difficulties.
agree with	Yu (1977) <i>agrees with</i> Martin and Jenks (1989).
associate with	Monetarism is an economic policy <i>associated with</i> Mrs Thatcher.
believe in	The survey showed that 65% <i>believed in</i> life after death.
blame for	He <i>blamed</i> unfair questions <i>for</i> his poor exam results.
concentrate on*	She dropped all her hobbies to <i>concentrate on</i> her work.
consist of	Parliament <i>consists of</i> two Houses: the Commons and the Lords.
depend on*	The company <i>depends on</i> IT for a rapid flow of sales data.
derive from	All modern computers <i>derive from</i> wartime decoding machines.
divide into	Trees are <i>divided into</i> two main types: conifers and deciduous.
invest in	Far more money needs to be <i>invested in</i> primary education.
learn from	All successful students <i>learn from</i> their mistakes.
pay for	Goods delivered in April must be <i>paid for</i> by June 30th.
point out	Goodson (2001) <i>points out</i> the dangers of over-specialisation.
specialise in	This department <i>specialises in</i> French-Canadian poetry.

* *focus on* and *rely on* are similar.

2. Complete the following with suitable verbs and prepositions.

- The enquiry the cause of the accident, not the consequences.
- Dr Cracknell that there were only two weeks before the deadline.
- Fewer British students are foreign languages.
- The theory of relativity will always be Albert Einstein.
- A football pitch is two halves.
- A series of strikes were the decline in production during May.
- Millions of men died for the cause they
- Every nation needs a public transport system it can

3. With the following verbs more than one preposition is possible.
Note the change of meaning in some cases.

Verb + preposition	Example
compare to/with	The stock market has been <i>compared with/to</i> a casino.
look at/into	The evidence needs to be <i>looked at/into</i> more carefully.
look for	Most students use search engines to <i>look for</i> information.
apply to	He <i>applied to</i> the committee for a grant.
apply for	To <i>apply for</i> the job three forms must be completed.

4. Choose suitable verbs and prepositions from (1) and (3) to complete the following text.



The new model of camera, the Alpha 616, a)..... the previous model, the 615. The Alpha 616 b)..... a standard camera with a small tape recorder c)..... it. This allows the photographer to talk to the camera. The marketing unit d)..... the camera market carefully and discovered that many people forget where they take pictures. These people can now e)..... the Alpha 616 to remember for them.

The company has f)..... over £2 million..... the new product. g)..... other projects this may seem a small amount, but this is not a large business. It is hoped that customers will h)..... over £100 the camera, which the company will i)..... for significant profits next year.

15. Punctuation

1. Capitals.

It is difficult to give precise rules about the use of capital letters in modern English. However, they should be used in the following cases:

- | | |
|--|--|
| a) The first word in a sentence | <i>In the beginning...</i> |
| b) Names of organisations | <i>Sheffield Hallam University</i> |
| c) Days and months | <i>Friday 21st July</i> |
| d) Nationality words | <i>France and the French</i> |
| e) Names of people/places | <i>Dr Martin Turner from Edinburgh</i> |
| f) Titles (capitalise main words only) | <i>The Uses of Literacy/The Duke of Kent</i> |

2. Apostrophes (').

These are one of the most misused features of English punctuation. They are mainly used in two situations:

- | | |
|--|--|
| a) to show contractions | <i>It's generally believed ...</i> |
| NB. Contractions are not common in academic English. | |
| b) with possessives | <i>The professor's secretary (singular)</i>
<i>Students' marks (plural)</i> |

3. Semi-colons (;).

These are used to show the link between two connected phrases when a comma would be too weak and a full stop too strong.

Twenty people were interviewed for the first study; thirty-three for the second.

Semi-colons are also used to divide up items in a list when they have a complex structure:

Among the presents received by the president were three oil paintings of himself, all flattering; a pair of green parrots, which were very noisy; a solid gold medal and three or four suits of clothes.

NB. Semi-colons are quite rare in most types of writing.

4. Colons (:).

- | | |
|------------------------------|---|
| a) to introduce explanations | <i>The meeting was postponed: the Dean was ill.</i> |
| b) to start a list | <i>Two factors were discussed: cultural and social.</i> |
| c) to introduce a quotation | <i>As Orwell said: 'all art is propaganda'.</i> |

5. Quotation marks/inverted commas ('...' / "...").

- a) single quotation marks are used to emphasise a word, to give quotations from other writers and to show direct speech:

The word 'quiz' was first used in the nineteenth century.

Goodwin's (1977) analysis of habit ... indicates that, in general, 'it will be more difficult to reverse a trend than to accentuate it'.

'Can anyone find the answer?' asked the lecturer.

Cross reference

2.9 References and Quotations

NB. Longer quotations are usually indented (i.e. have a wider margin) or are set in smaller type.

- b) double quotation marks are used to show quotations inside quotations (nested quotations):

As Murphy has observed: 'Concepts of "typical" need careful examination.'

- c) quotation marks are used for the names of articles and chapters, but book and journal titles use italics.

6. Other punctuation marks.

Hyphens (-) are used with certain words and structures:

well-engineered/co-operative/three-year-old

Exclamation marks (!) and question marks (?):

'Well!' he shouted. 'Who would believe it?'

Brackets (...) are used to contain information of lesser importance:

There were only 31 marriages (out of 13,829) in which 'baker' was listed.



7. Punctuate the following sentences.

- a) on tuesday june 6 1759 in the church at derby nicolas james married mary dewey
- b) professor rowans new book the triumph of capitalism is published in new york
- c) how many people would agree with john lennon when he said all you need is love
- d) the probability was calculated for each of the three faculties physics biology and law
- e) as cammack 1994 points out latin america is creating a new phenomenon democracy without citizens
- f) thousands of new words such as website enter the english language each year
- g) dr tanners latest study focuses on childrens reactions to stress in the playground
- h) she scored 56% on the main course the previous semester she had achieved 67%

8. Punctuate the text.

the london school of business is offering three new courses this year economics with psychology introduction to management and ecommerce the first is taught by dr jennifer hillary and runs from october to january the second introduction to management for msc finance students is offered in the second semester and is assessed by coursework only professor wangs course in ecommerce runs in both the autumn and the spring and is for more experienced students

16. Referring Verbs

cross reference

- 2.9 References and Quotations
- 3.6 Formality in Verbs
- 3.14 Prepositions after Verbs

1. Referring verbs are used to summarise another writer's ideas.

Wilsher *argued* that the single play had been consigned to television history.

Heffernan (1972) *found* that adaptation to prison was facilitated by ...

They may also be used to introduce a quotation from the writer.

... as Peter Huber has *observed*, 'Coal itself is yesterday's landfill ...'

2. Most of these verbs are followed by a noun clause beginning with *that*.

a) The following mean that the writer is presenting a case:

argue claim consider hypothesise suggest believe think state

Martins (1975) *claimed* that many mergers led to lower profits.

b) A second group describes a reaction to another writer's position:

accept admit agree deny doubt

Handlesmith *doubts* Martins's claim that lower profits resulted from ...

c) Others include:

assume conclude discover explain imply indicate maintain presume
reveal show

3. Write a sentence referring to what the following writers said (more than one verb may be suitable).

Example:

Z: 'My research shows that cats are cleverer than dogs.'

Z claimed/argued that cats were cleverer than dogs.

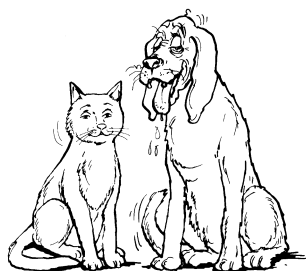
a) A: 'You could be right. I may have made a mistake in my estimate.'

b) B: 'I did not say that sheep were faster than horses.'

c) C: 'Whales are very intelligent animals.'

d) D: 'I support A's position on cats and dogs.'

e) E: 'I'm not sure, but cows probably get cold in winter.'



- f) F: 'After much research, I've found that pigs can't fly.'
- g) G: 'On my travels in the jungle I found a new type of frog.'
- h) H: 'I think it unlikely that cats can learn to talk.'
- i) I: 'Somebody should compare mouse behaviour with rat behaviour.'
- j) J: 'There may be a link between health and the seasons.'

4. A small group of verbs is followed by (somebody/something + *for* + noun/gerund):

Lee (1998) *blamed* foreign investors for the panic.

blame censure commend condemn criticise

NB. All except *commend* have a negative meaning.

A final group is followed by (somebody/something + *as* + noun/gerund):

Terry *interprets* rising oil prices as a response to Asian recovery.

assess characterise classify define describe evaluate identify
interpret portray present

5. Re-write the following statements using verbs from the lists in (4).

- a) K: 'X's work is responsible for a lot of our current economic problems.'
- b) L: 'She was very careless about her research methods.'
- c) M: 'There are three main species of bees.'
- d) N: 'The cat family are the kings of the animal world.'
- e) O: 'I'm sure that dogs bark because they are nervous.'
- f) P: 'Trying to estimate the number of animal species is like shooting in the dark.'
- g) Q: 'Darwin was the greatest naturalist of the nineteenth century.'
- h) R: 'An insect is a six-legged arthropod.'
- i) S: 'Queen Victoria was a short, rather fat woman with dark eyes.'
- j) T: 'Gregor Mendel can be considered the founder of modern genetics.'

17. Relative Pronouns

1. Relative pronouns (*who/whose/where/which/that*) introduce a relative clause.

The journal, *which* was edited by my tutor, was missing from the library.

The college *where* he studied has been given £4 million.

The teacher *who* interviewed me was a specialist in ancient music.

Dr Yamada, *whose* lecture I attended, presented the prizes.

He wrote about the area *that* I was interested in.

Which relative pronouns are used for:

- a) places?
- b) people?
- c) things?
- d) possession?

Cross reference

2.4 Definitions

2. Insert a suitable relative pronoun in these sentences.

- a) The book.....he wanted had been borrowed by someone else.
- b) Beijing,.....she studied for six months, used to be called Peking.
- c) Charlie Chaplin,.....was born in England, was a great film comedian.
- d) A hydrometer is an instrument.....is used to measure density in liquids.
- e) Few people have heard of the man.....invented television.
- f) Mercury,.....is a liquid element, is used in many industrial processes.

3. As can be seen from the examples above, there are two kinds of relative clauses:

- a) Those which define the subject. In this case the relative clause must be included:

The college *where he studied* has been given £4 million.

- b) Those which give additional details:

The journal, *which was edited by my tutor*, was missing from the library.

Here the relative clause could be removed and the meaning would still be clear.

In this second type the relative clause is surrounded by commas (,), brackets or dashes (–)

4. Decide if the following sentences contain defining (D) or additional detail (A) clauses.

- a) Akio Morita was the person who invented the Walkman.
- b) The first thing that he did was to introduce a new system of assessment.
- c) The medical school, which has a very good reputation, charges £20,000 per year.



- d) The president (who enjoyed playing jazz) was elected for a second term.
- e) A hurricane is a tropical storm that can do enormous damage.

5. In defining clauses both *that* and *which* can be used with things.

Toyota is a Japanese company *that/which* makes cars.

But for clauses that provide additional detail only *which* can be used:

Volkswagen, *which* is a German company, is a major car producer.

In defining clauses where the relative pronoun is the object its use is optional:

She applied to the university (*that/which*) her tutor had recommended.

The course (*that/which*) I wanted to take was not offered this semester.

The tutor (*who*) she wanted to meet was away for two months.

When the relative pronoun is the subject it must be included:

The scientists *who* discovered DNA worked in Cambridge.

Decide if the relative pronouns in the following are necessary. If not, cross them out.

- a) It was not known who was responsible for the explosion.
- b) The man who I read about was born in Scotland.
- c) The book that the professor wrote was remarkably short.
- d) Squirrels are mammals that live mainly in trees.
- e) The article that she referred to was published last year.

6. Insert a suitable relative pronoun in the text below. Write X if the pronoun is optional.

King Camp Gillette, a) invention of the disposable razor blade made his name world-famous, was an American b) had spent 40 years looking for a saleable invention. The idea c) changed his fortunes occurred in 1895, but he met considerable difficulties producing a thin, sharp blade d) could be made cheaply. He sold shares in the company to pay for the development work e) his partner, William Dickerson, was doing. In 1903, f) was their first year of business, they produced only 51 razors. But due to intensive advertising, g) potential Gillette quickly recognised, they rapidly increased sales to 250,000 two years later. The modern razor, h) is usually double-bladed, is directly related to the idea i) Gillette had over a hundred years ago.

18. Singular/Plural

cross reference

- 2.7 Generalisations
3.10 Nouns: Countable and Uncountable

1. This can be a confusing area, but the following illustrate the main areas of difficulty:

- a) Nouns should agree with verbs, and pronouns with nouns:

Those problems are unique.

There are many arguments in favour.

- b) Uncountable nouns and irregular plurals have no final -s:

Most students receive free tuition.

DNA is located in every part; hair, nails, teeth ...

- c) General statements normally use the plural:

State universities have lower fees.

- d) *Each* and *every* are followed by singular nouns:

Every student gets financial support.

- e) Two linked nouns should agree:

Both the similarities and differences are important.

Find the mistake in the following and decide what type (a–e above) it is.

- a) The proposal has both advantages and disadvantage. (....)
b) A majority of children in Thailand is vaccinated against measles. (....)
c) There are few young people in rural area. (....)
d) Many places are experiencing an increase in crimes. (....)
e) Each towns have their own councils. (....)

2. Study the following group phrases.

Singular + plural	Plural + plural	Plural + uncountable
half the universities	two types of institutions	three areas of enquiry
a range of businesses	various kinds of courses	several fields of research
one of the elements	many species of ants	rates of progress

Note that if a verb has more than one subject it must be plural, even if the preceding noun is singular:

Scores of students, some teachers and the president *are* at the meeting.

Their valuable suggestions and hard work *were* vital.

Certain group nouns, e.g. *team/army/government*, can be followed by either a singular or plural verb:

The team *was* defeated three times last month. (collectively)

The team *were* travelling by train or bus. (separately)

3. Underline and correct the mistakes in the following (one per sentence).

- a) More must be done to solve that problems of development.
- b) There are two sorts of college in Japan.
- c) The attitude towards this issue vary from person to person.
- d) Many culture from around the world are found in the city.
- e) In the country the people is more friendly.
- f) It is common to move from the countryside to find job.
- g) Huge number of cars use the motorway.
- h) The city have disadvantages such as a high rate of crime.
- i) Public transport lets us move to another places easily.
- j) There are bad pollution due to traffic congestion.
- k) People should not ignore important factors that affect their life.

4. Read the text and choose the correct alternative.

A large number of *company/companies* *has/have* developed *website/websites* in the last few years. Trading using the internet is called *e-commerce/e-commerces*, and *this/these is/are* divided into two main kinds: B2B and B2C. Many *business/businesses* want to use the internet to sell directly to *its/their* customers (B2C), but large numbers have experienced *trouble/troubles* with *security/securities* and other practical issues. In addition, the high start-up costs and the *expense/expenses* of advertising *means/mean* that *this/these company/companies* often struggle to make a profit.



19. Tenses

1. *Decide which tenses are used in the following examples (verbs in *italic*) and complete the table to explain why.*

- a) According to Hoffman (1996), small firms *respond* more rapidly to changes ...
- b) Currently, inflation in the US *is rising* while imports *are falling*.
- c) Since November there *has been* a significant increase in cases of influenza.
- d) In the last three years more students *have been working* part-time.
- e) After the war there *was* a sharp rise in divorce.
- f) During 1998 they *were developing* a new system.
- g) The study was published in June. It showed that in 1998 and 1999 profits *had increased* by 55%.
- h) The forecast concludes that interest rates *will reach* 7.5% next year.

	Tense	Reason for use
a		
b		
c		
d		
e		
f		
g		
h		

NB. In the last month/year/decade = present perfect (unfinished period).
 Last month/year/decade = simple past (finished period).

2. *Complete the following sentences by selecting the most suitable tenses.*

- a) Home ownership (rise) steadily for fifty years.
- b) GM (stand for) genetically modified.

- In this case, the time phrase *For years* controls the tense of the first two sentences (present perfect). The following two sentences are in the simple

past because of the dates 1980, 1999 and 1960, which show finished periods.

6. Read the text below and select the most suitable tense for each verb in brackets (time phrases in *italic*).

For a long time gardeners a) (suspect) that using green fingers is just as effective as talking softly to plants to encourage growth. Scientists b) (develop) a robot that strokes young plants to make them grow stronger and faster. *But after research a year ago* c) (confirm) that plants need the human touch, scientists at Greenwich University d) (develop) the stroking machine they call Dr Green.



Dr Green e) (be display) *at the last Chelsea Flower Show*, where it f) (demonstrate) the technique of brushing the tips of young plants to produce stronger specimens. David Carey, who is leading the research, g) (say) that the machine could avoid the use of chemicals.

Currently, Dr Green h) (be test) on a large scale by a commercial grower. Stroking plants once a day i) (make) them 30% stronger, which is what you need before you plant them out. *When another kind of plant was stroked* once a week, it j) (develop) increased insect resistance. The research team hope that a cheap version of Dr Green k) (be available) to amateur gardeners *by 2007*.

20. Time Words and Phrases

1. Study the use of the following:

- She went on a training course *for* six weeks. (with numbers)
- The report must be finished *by* June 12th. (on or before)
- He has been president *since* 1998. (usually with present perfect)
- They are studying in Bristol *until* March. (end of a period)
- The library was opened two years *ago*. (usually with past)
- The hotel is closed *during* the winter. (with noun)
- Before* writing he studied over 100 sources. (often followed by *-ing* form; also *after*)

cross reference

3.5

Conjunctions

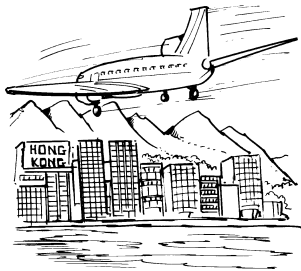
3.19

Tenses

2. Compare the use of the following phrases.

- Recently*, there has been a sharp rise in internet use. (present perfect)
- Currently*, there is a vigorous debate about human rights. (present)
- Last year* there was an election in Spain. (past)
- In the last year* there has been a sharp rise in inflation. (present perfect)

3. Study Rachel's schedule for her last business trip and complete the sentences below with a suitable word. It is now April 16.



March 12	Fly London – Milan
March 13–14	Conference Milan
March 15	Train Milan – Paris
March 16	Meeting in Paris office
March 17	Fly Paris – Hong Kong
March 18–19	Tour of new development
March 20	Fly Hong Kong – London

- a) month Rachel made a business trip.
 - b) her trip she visited three countries.
 - c) March 18th she had travelled 10,000 miles.
 - d) She was away from home nine days altogether.
 - e) A month she was in Paris.
 - f) She stayed in Hong Kong March 20th.
 - g) she is writing a report on her trip.
4. Choose the best alternative in each case.
- a) *Currently/recently* she has been researching the life cycle of a species of wasp.
 - b) She lived in France *until/during* the war broke out, and then she went home.
 - c) Professor Yung has worked here *since/for* sixteen years.
 - d) *Last month/in the last month* a new book was published on the subject.
 - e) Applications must be received *by/on* November 25th.

- f) *Since/during* her arrival last May she has re-organised the department.
 g) *During/for* the winter most farmers in the region find work in the towns.

5. *Complete the following text with a suitable word or phrase.*

EATING OUT

a) the last few decades there has been a significant change in eating habits in the UK. b) the early 1980s eating out in restaurants and cafes has increased steadily. There are several reasons for this trend.

50 years c) most women were housewives, and cooked for their families every day. But d), with more women working outside the home, less time has been available for food preparation. e), 71% of women aged 20–45 are at work, and f) 2015 it is estimated that this will rise to 84%.

Another factor is the growth in disposable income, which has risen significantly

g) the late 1970s. With more money in their pockets people are more likely to save the trouble of shopping and cooking by visiting their local restaurant.



6. *Study the details of Napoleon's life and complete the biography below.*

1769	born in Corsica
1784	entered military school in Paris
1789	French revolution started
1793	promoted to brigadier general
1796	appointed to command army of Italy; married Josephine
1799	returned from Egypt and became First Consul of France
1807	France controlled most of continental Europe
1810	divorced Josephine and married Marie-Louise, daughter of Austrian emperor
1812	forced to retreat from Russia
1814	exiled to Elba
1815	defeated at Waterloo and exiled to St Helena
1821	died in exile

Napoleon entered military school at the age of 15, five years a) the start of the French revolution. He rose quickly, becoming brigadier general at 24 and commander of the Italian army three years b) At 30 he was effectively the French dictator, and due to his military genius France controlled most of Europe c) 1807. When he divorced his first wife, Josephine, in 1810, they had been married d) 14 years. His campaigns were successful e) 1812, but in that year the disastrous retreat from Moscow marked the start of his decline. However, f) his years of absolute power he had made significant changes to European law and government. Although he died nearly 200 years g), Napoleon's influence is still felt throughout the continent.

4. Writing Models

Student Introduction

There are many possible formats for different types of essays, as well as non-academic texts such as letters and CVs. If a selection of formal letters, for example, is studied, it will be seen that different styles of heading and layout are used by different organisations. However, the following models are provided so that students may use the outlines confident that they will be acceptable in almost all situations.

Comparison and argument are common components of essay titles, and the models given here show one way of answering the questions. However, it must be remembered that argument may be only one part of the question, so that both comparison and discussion (plus other elements) could well be needed in the same essay (as illustrated in 4.4 *Comparison Essay*).

Faculties and departments may well give new students guidance about what is required in terms of style and layout. Above all, students need to examine a variety of styles of letters, CVs and essays, and to develop a suitable style of their own by synthesising the most appropriate features.

1. Formal Letters

3.1 Abbreviations
4.2 CVs

1. You have applied for a place on an MA course at a British university. This is the letter you have received in reply:

a) **Arts & Social Sciences Admissions Office**
Wye House
Central Campus
University of Borchester
Borchester BR3 5HT
United Kingdom

b) Ms P Tan
54 Sydney Road
Rowborough RB1 6FD

c) Ref: MB/373

d) 3 May 2002

e) Dear Ms Tan

f) Application for MA International Studies

g) Further to your recent application, I would like to invite you to the university for an informal interview on Tuesday 21st May at 11 am. You will be able to meet the course supervisor, Dr Schmidt, and look round the department.

h) A map of the campus and instructions for finding the university are enclosed.

i) Please let me know if you will be able to attend on the date given.

j) Yours sincerely

k) *M. Bramble*

1) Mick Bramble
Administrative Assistant
Arts & Social Sciences

Enc.

Label the following features of formal letters with the letters (a–l) from the left margin above.

(d) Date	(...) Ending	(...) Request for response
(...) Greeting	(...) Address of recipient	(...) Address of sender
(...) Further details	(...) Reason for writing	(...) Sender's reference
(...) Subject headline	(...) Signature	(...) Writer's name and title

Note the following points:

- a) When writing to somebody whose name you do not know, e.g. The Manager, use *Dear Sir* and *Yours faithfully*.
- b) A formal letter generally uses the family name in the greeting (*Dear Ms Tan*). Certain organisations may, however, use a first name with a family name or even a first name alone (*Dear Jane Tan*/*Dear Jane*).
- c) If the sender includes a reference it is helpful to quote it in your reply.

2. *Write a reply to Mr Bramble making the following points:*

- a) You will attend the interview on the date given.
- b) You would like to have the interview one hour later, owing to train times.

54 Sydney Road
Rowborough
RB1 6FD

3. *Study the following newspaper advert. You have decided to apply for this job. Make notes for your letter of application, then write the letter, paying attention to layout as well as content.*

STAFF REQUIRED FOR RECEPTION WORK AT CITY HOTEL

We are looking for enthusiastic and helpful receptionists (m/f) to join our team. Candidates should be well-presented and able to speak at least two languages. Hotel experience not necessary as training will be given. Ability to get on with people and work in a team more important. Some evening and weekend work. Good conditions and rates of pay. Apply in writing with CV and covering letter to: The Manager, Hotel Nelson, Queens Road, Rowborough RB2 4RN quoting Ref. EN2.

2. CVs

1. CV stands for *curriculum vitae* (also known as a *résumé*).

A CV is a summary of your education and work experience, often requested by prospective employers. Most professionals store their CVs electronically so that they can be updated when necessary.

2. There is considerable debate about the format of CVs, and much depends on your experience and the area you are working in.

The example given below is relatively short, as would be expected for a recent graduate.

Sarah Ann Atkins

DOB 19.6.77

Email: saa@virgin.net

Career aim

To develop my experience in marketing in a senior managerial role, using my knowledge of European languages.

Career history

2001–present **Marketing Assistant, Eastern Foods, Derby**

In my current post I am part of a team involved in marketing our products throughout the UK. I have helped organise several campaigns and given presentations in connection with these.

1997–8 **English Teacher, Montpellier, France**

During my year abroad I taught English at a school in Montpellier, which not only helped strengthen my French but also gave me valuable lessons in self-reliance.

Academic qualifications

2001 **MBA** (Rowborough University Business School)

2000 **BA** (Hons) 2:1 in European Languages (University of Leeds) with distinction in spoken French

Skills

Languages: knowledge of Spanish & French (advanced)/Italian (good)

ICT: competence with the following applications:

Word

Excel

Groupwise

Personal

I would describe myself as outgoing, friendly and a good communicator. I apply these qualities to establishing good customer relations and working with colleagues as part of a team.

Note:

- a) The above format is only one possibility and it is worth looking at other CVs to compare layouts.
 - b) Your address and phone number should be in your covering letter, not on the CV.
 - c) List qualifications and experience in reverse chronological order, starting with the most recent. Prospective employers are mainly interested in your latest achievements.
 - d) Do not clutter the CV with details of hobbies that are irrelevant to the job you are applying for. Similarly, your early education is unimportant.
 - e) Do not just give job titles but explain in detail what you did.
 - f) Give references only if asked to do so.
3. *Prepare a CV for yourself. First make notes of all the important information (with dates), using similar headings to those in the example above. Then organise it as clearly as possible. Finally, type it on a computer and store it so it can be updated in future.*

3. Designing and Reporting Surveys

1. Surveys, in which people are asked questions about their opinions or behaviour, are a common feature of academic work, especially in fields such as education, psychology and social sciences.

What are the reasons for carrying out surveys? List your ideas below.

- a)
- b)
- c)

2. Study the report of a survey carried out on a university campus. Complete the report by inserting suitable words from the box below into the gaps.

sample	conducted	slightly	respondents	random
questions	majority	questioned	mentioned	interviewees
common	questionnaire	generally	minority	

Introduction

A survey was a) to find out how part-time work affects student life and study. The research was done by asking students selected at b) on the campus to complete a c) (see Appendix 1). 50 students were d) on Saturday April 23rd, with approximately equal numbers of male and female students.

Findings

Of the e), 30% currently had part-time jobs, 20% had had part-time jobs, but half had never done any work during university semesters (see Table 1). f) who were working or who had worked were next asked about the reasons for taking the jobs. The most common reason was lack of money (56%), but many students said that they found the work useful experience (32%) and others g) social benefits (12%).

Table 1. Do you have or have you had a part-time job?

	Men	Women	Total	%
have job now	8	7	15	30
had job before	4	6	10	20
never had job	14	11	25	50

The 25 students with work experience were next asked about the effects of the work on their studies. A significant h) (64%) claimed that there were no negative effects at all. However, 24% said that their academic work suffered i), while a small j) (12%) reported serious adverse results, such as tiredness in lectures and falling marks.

Further k) examined the nature of the work that the students did. The variety of jobs was surprising, from van driver to busker, but the most l) areas were catering and bar work (44%) and secretarial (32%). Most students worked between 10 and 15 hours per week, though two (8%) worked over 25 hours. Rates of pay were m) near the national minimum wage, and averaged £5.20 per hour.

The final question invited students to comment on their experience of part-time work. Many (44%) made the point that students should be given larger grants so that they could concentrate on their studies full-time, but others felt that they gained something from the experience, such as meeting new people and getting insights into various work environments. One student said that she had met her current boyfriend while working in a city centre restaurant.

Conclusions

It is clear that part-time work is now a common aspect of student life. Many students find jobs at some point in their studies, but an overwhelming majority (88%) of those deny that it has a damaging effect on their studies. Most students work for only 2–3 hours per day on average, and a significant number claim some positive results from their employment.

Obviously, our survey was limited to a relatively small n) by time constraints, and a fuller study might modify our findings in various ways.

3. *Question 1 is given above Table 1. What were the other questions in this survey? Using the results above, write possible questions below.*

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

4. *What is the main tense in (a) Introduction and Findings and (b) Conclusion? Explain the reason for the difference.*

5. **Questionnaire Design.**

Which is the better question?

- i) How old are you?
- ii) Are you (a) under 20, (b) between 21 and 30, (c) over 30?

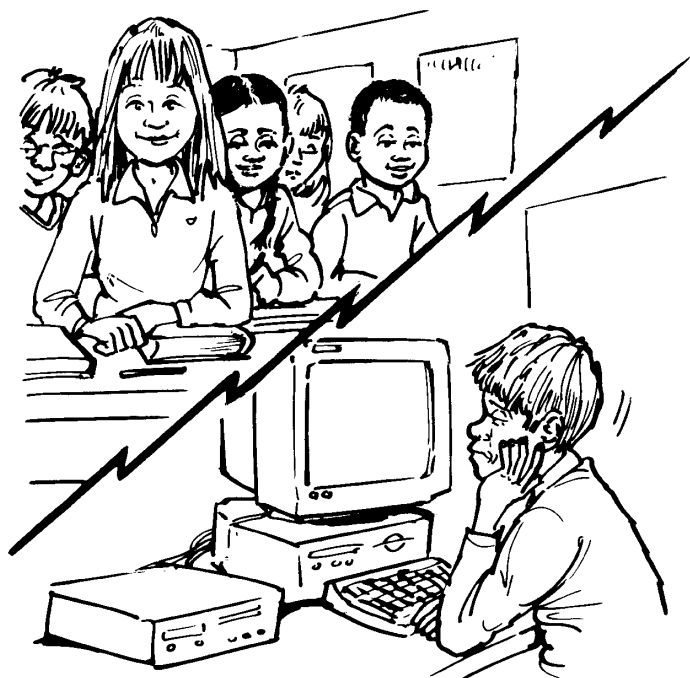
6. *What is the main difference between the two questions?*

- i) What do you think of university students?
- ii) Do you think university students are (a) lazy, (b) hardworking, (c) average

7. *You are preparing a survey on one of the following subjects. Prepare a questionnaire of no more than ten questions to collect the most useful data.*

- a) How overseas students learn vocabulary
- b) Student attitudes to the cinema
- c) A comparison of undergraduate and post-graduate leisure activities

4. Comparison Essay



A COMPARISON OF CLASSROOM LEARNING WITH INTERNET-BASED TEACHING

Introduction

Since the late 1990s internet-based teaching (also known as e-education) has emerged as a potential rival to traditional classroom learning. The former normally involves having access to a secure site on the internet where a graded series of lessons is available, which have assignments sent and returned by email. Although online courses are now offered by many institutions, it is by no means clear that they offer real advantages compared with classroom education. Little research has been done so far on their effectiveness, but this essay sets out to examine the arguments on both sides and attempts to draw conclusions from them.

The benefits of online study

Two main advantages of internet use in education are put forward. Firstly, it is seen as more economical, in that once a course is prepared, it can be used by large numbers of students. The savings made by not having to employ so many teachers should be reflected in cheaper course fees. The second benefit is convenience; instead of having to attend classes at fixed times and places, students are free to study when they choose and progress at their own pace. Furthermore, in studying from home there is no need to travel to the college or university, which saves both time and money. A student living in a small town in China, for example, can now study a course at an American college without the worry of travelling, accommodation or homesickness.

The continuing popularity of classroom education

Despite the considerations mentioned above, classroom learning shows no signs of being replaced by e-learning. It seems that face-to-face contact with a teacher is still regarded as the best way for students to make progress, despite the expense and inconvenience involved. Not only the personal contact with a teacher but also the support and encouragement gained from being part of a class may be reasons for this. Membership of a group may also create a useful spirit of competition, which stimulates learning.

Discussion

Given the increasing pressure on university places in many countries, internet-based teaching is widely seen as a convenient development. However, e-learning eliminates personal contact and travel from education, which are possibly the aspects many students value. Sitting at home working on a computer may be economical, but clearly cannot replace the social experience of attending courses. However, there are many people who are unable, through either work or family commitments, or owing to lack of funds, to go to classes, and who would clearly find internet learning beneficial. Online courses can also be used to support taught courses, for instance by providing access to extra materials. In many ways these kinds of courses are similar to 'universities of the air', such as Britain's Open University, which have developed distance learning so successfully in the last forty years.

Conclusion

Faced by growing demand for university places, many institutions are likely to develop online courses, but the apparent benefits of e-learning may be less than first appear. Students seem to value the personal contact of the classroom highly, despite its cost and inconvenience. There may be a role for internet-based courses to supplement teacher-taught ones, and certainly for people with other commitments they will be the only practical option. There is an urgent need for research on the effectiveness of this type of learning, which should help maximise its advantages in the future.

(Approximately 550 words)

cross reference	
2.1	Cause and Effect
2.3	Comparisons
2.4	Definitions
2.6	Examples
2.7	Generalisations
2.11	Synonyms

Read the essay carefully and find:

- a) a definition
- b) an example
- c) a generalisation
- d) a phrase expressing cause and effect
- e) a passive
- f) a phrase expressing caution
- g) three synonyms for *internet-based teaching*

5. Discursive Essay



cross reference

- 1.11 *Organising Paragraphs*
- 1.15 *Re-reading and Re-writing*
- 2.5 *Discussion*

EDUCATION IS THE MOST IMPORTANT FACTOR IN NATIONAL DEVELOPMENT – DISCUSS

Introduction

'National development' is a rather vague term that could mean the growth of a sense of national identity, or the development of a country's economy. This essay will use the second definition, since this is more commonly seen as a function of education provided by the state. Many European countries, such as Germany, began providing primary education for all in the late nineteenth century, in the phase of early industrialisation.

Education must be considered on several different levels, so that today most western countries are concerned with provision from nursery to higher education, whereas developing countries attempt to deliver basic education (e.g. reading and writing) to their people.

This paper attempts to evaluate the importance of these varying levels of educational provision in encouraging economic growth, compared with other factors such as national culture, natural resources and government. The role of education in fostering development will be examined first, and then other factors that affect growth will be considered.

The impact of education

At its simplest, education sets out to teach literacy and numeracy. People who can read and count are capable of being trained for many roles in the industrial or service sectors, as well as learning by themselves. Even in the simplest economies, dependent on agriculture, the education of women has been shown to lead to dramatic improvements in family welfare. In more developed economies further skills are required, such as languages, engineering and computing. Good education does not merely teach people how to function passively, but provides them with the skills to ask questions and therefore make improvements. At university level, education is closely involved in research that leads to technical and social advances.

The limits of education

Education does not operate in a vacuum: cultural, religious, legal and other factors all influence the rate of economic growth. Soviet Russia, for example, had an advanced educational system,

but many graduates were under-employed owing to the restrictions of the political system. Similar situations exist in many countries today because of the failure of the economy to expand fast enough to create sufficient jobs. Clearly, then, development requires efficient and honest government to encourage a dynamic economy.

A strong work ethic, as found in the USA, Japan and Germany, also aids growth. In such societies children are brought up to believe that both the individual and society will benefit from hard work. Natural resources such as oil are another consideration. Brunei, for example, previously a poor country reliant on fishing, today has one of the highest per capita GDPs in the world.

Discussion and conclusion

Education alone may have little effect on a nation's development. The world's first industrial revolution, for instance, occurred in eighteenth-century Britain, when the majority of people were still illiterate (some pioneer industrialists themselves could not read or write). It seems that the availability of capital and a secure political and legal environment were more crucial in this case.

However, given the presence of some of the factors mentioned in the previous section, education clearly has an important part to play in developing the skills and abilities of the people. Ultimately, they are the most important resource a country possesses, and their education is a priority for all successful states.

(Approximately 550 words)

Read the essay carefully and then analyse the introduction by completing the table below using categories from the box.

Example	Definition 2	Outline	Topic	Definition 1	Reason
---------	--------------	---------	-------	--------------	--------

Sentence	Type	
1		'National development' is a rather ...
2		This essay will use the second ...
3		Many European countries, such as ...
4		Education must be considered ...
5		This paper attempts to evaluate ...
6		The role of education in ...

Writing Tests

These tests can be used to assess different aspects of writing performance. The first test assesses cohesion. The accuracy tests (2 and 3) check use of particular word classes such as conjunctions or prepositions. Students having difficulties with, for example, articles, should look at the relevant unit in Part 3. Test 4 is a comparison. They can be used in the classroom or for self-assessment.

WRITING TEST 1

(Cohesion)

The parts of sentences below make two paragraphs that compare speaking with writing. Some parts are already numbered. Fill in the remaining numbers. Use internal clues and punctuation to help you find the correct order.

SPEAKING AND WRITING

- 1) When we speak, it is normally to one or
...) to study our listeners' faces for expressions that tell
...) for example agreement, or amusement.
...) they often find the situation stressful.
- 3) As we speak, we are able
...) For most people, speaking feels like a natural activity,
...) a small number of people, who are often well known to us.
...) If their expressions show incomprehension
...) us their reaction to what we are saying;
...) though if they have to make a formal speech
...) we will probably restate what we are saying.
- ...) Writers cannot check if the readers understand, or are interested
...) to avoid the dangers of being misunderstood by readers,
...) who cannot look puzzled to
- 1) Writing, however, is much more like speaking to
...) Unless we are writing a letter to a friend
...) This is the reason why writing is more difficult than
...) make the writer explain what he means again.
...) in what they are writing.
...) we have no way of knowing who may read our words.
...) It also explains why writing must be as clear and simple as possible,
...) speaking, and often uses a more formal style.
...) an unknown audience.

WRITING TEST 2

(Accuracy)

Read the text for gist and then complete it by writing one word in each gap.

Most overseas students who come to study (a) English-speaking countries find that their first (b) is listening. Understanding (c) many forms of spoken English is more (d) than they expected.

(e), after a month (f) two, the majority find that their listening (g), and their next concern is speaking. This skill is more difficult to practise, so improvement (h) to be slower. But (i) three or four months most students find that (j) can function quite (k) in terms of shopping and travelling.

A (l) area of difficulty is writing, which is possibly the (m) difficult skill to master, (n) it is more impersonal than oral / aural skills and depends (o) the student learning a complex series of conventions. This explains (p) many students find it (q) to attend (r) intensive course in academic English (s) they begin (t) university studies.

(WRITING TEST 3

(Accuracy)

Read the text for gist and then complete it by writing one word in each gap.

All students need a) to live, so finding a suitable place is likely to be a priority when they arrive to start a new course. Apart b) the minority c) live with their parents, there are only two d) of accommodation which are generally affordable.

e) all universities provide f) of residence, which can help new students g) friends and develop a social life. They can be a h) choice, usually being close to other university facilities, i) some may find that they are noisy, expensive and have j) small rooms.

The alternative is to rent k) house or flat from a private landlord with a group of other students. l) kind of shared accommodation m) offer greater independence and privacy, and can n) be more economical. However, it does

mean taking o) more responsibility, p) bills need paying and the rooms have to q) cleaned.

Wherever students choose to live, several things are r) A quiet place to work, a sense of security and s) environment that allows t) to sleep properly all contribute to academic success.

WRITING TEST 4

(Comparison)

Study the information in the table comparing two cities, which both have good universities. Use it to write a report on which would be the more suitable location for an overseas student planning a one-year course (about 200 words).

	Borchester	Rowborough
population	220,000	1,560,000
summer climate	warm and wet	cool and quite dry
winter climate	cool and windy	cold and wet
city type	old cathedral city with modern service industries	19th century industrial city with modern mixed industries
terrain	flat, lots of parks	hilly with several lakes
cost of accommodation	quite high	medium
public transport	bus service not very good	buses and trams, both good
main advantages	relaxed atmosphere	good range of shops and sports facilities
main drawbacks	university campus is 6 km from city centre	high rates of crime in some areas
distance from capital	230 km	125 km

Research Paper

Writing a Paper Using Research

Although the words *research paper* have been known to produce anxiety worse than that caused by the sound of a dentist's drill, you should try to relax. A research paper is similar to the kinds of expository and argumentative essays described in the earlier parts of this book, the difference being the use of documented source material to support, illustrate, or explain your ideas. Research papers still call for thesis statements, logical sequences of paragraphs, well-developed supporting evidence, smooth conclusions—or in other words, all the skills you've been practicing throughout this book. By citing sources in your essays or reports, you merely show your readers that you have investigated your ideas and found support for them. In addition, using sources affords your readers the opportunity to look into your subject further if they so desire, consulting your references for additional information.

The process described in the next few pages should help you write a paper using research that is carefully and effectively documented. This chapter also contains sample documentation forms for a variety of research sources and a sample student essay using MLA style.

FOCUSING YOUR TOPIC

In some cases, you will be assigned your topic, and you will be able to begin your research right away. In other cases, however, you may be encouraged to select your own subject, or you may be given a general subject ("health-care reform," "recycling," "U.S. immigration policies") that you must narrow and then focus into a specific, manageable topic. If the topic is your choice, you need to do some preliminary thinking about what interests you; as in any assignment, you should make the essay a learning experience from which both you and your readers will profit. Therefore, you may want to brainstorm for a while on your general subject before you go to the library, asking yourself questions about what you already know and don't know. Some of the most interesting papers are argumentative essays in which writers set about to find an answer to a controversy or to find support for a solution they suspect might work. Other papers, sometimes called "research reports," expose, explain, or summarize a situation or a problem for their audience.

Throughout this chapter, we will track the research and writing process of Amy Lawrence, a composition student whose writing assignment called for an essay presenting her view of a controversy in her major field of study. As a history major, Amy is particularly interested in the Russian Revolution of 1918, when the Romanov family, the last ruling family of Russia, was assassinated by the Bolsheviks, the Communist revolutionaries led by Lenin. The long-standing controversy surrounding the assassination of Czar Nicholas II and his family focused on the question of whether the two youngest Romanov children, the beautiful Anastasia and the sickly Alexei, escaped execution. New forensic and historical discoveries concerning this controversy had made headlines prior to Amy's assignment, so she chose the Romanov assassination as her topic. Because she already had some general knowledge of the controversy, Amy was able to think about her topic in terms of some specific *research questions*: What would research tell her about the possibility of the Romanov children's escape? Would the new forensic evidence support the theory of an escape—or would it put such a claim to rest forever? (Amy's completed essay appears on pages 411–420.)

BEGINNING YOUR LIBRARY RESEARCH

Once you have a general topic (and perhaps have some research questions in mind), your next step is familiarizing yourself with the school or public library where you may do all or part of your research. Most college libraries today have both print and electronic resources to offer researchers, as well as access to the Internet. Your library most likely has an online central information system, which may include a catalog of its holdings, a number of selected databases, gateways to other libraries, and other kinds of resources. With appropriate computer connections, this system may be accessed from other places on or off campus, which is handy for those times when you cannot be in the library.

Most libraries also have information (printed or online) that will indicate the location of important areas, and almost all have reference librarians who can explain the various kinds of programs and resources available to you. The smartest step you may take is asking a librarian for help before you begin searching. Library staff members may be able to save you enormous amounts of research time by pointing you in just the right direction. Do not be shy about asking the library staff for help at any point during your research!

Once you are familiar with your library, you may find it useful to consult one or more of the following research tools.

General Reference Works

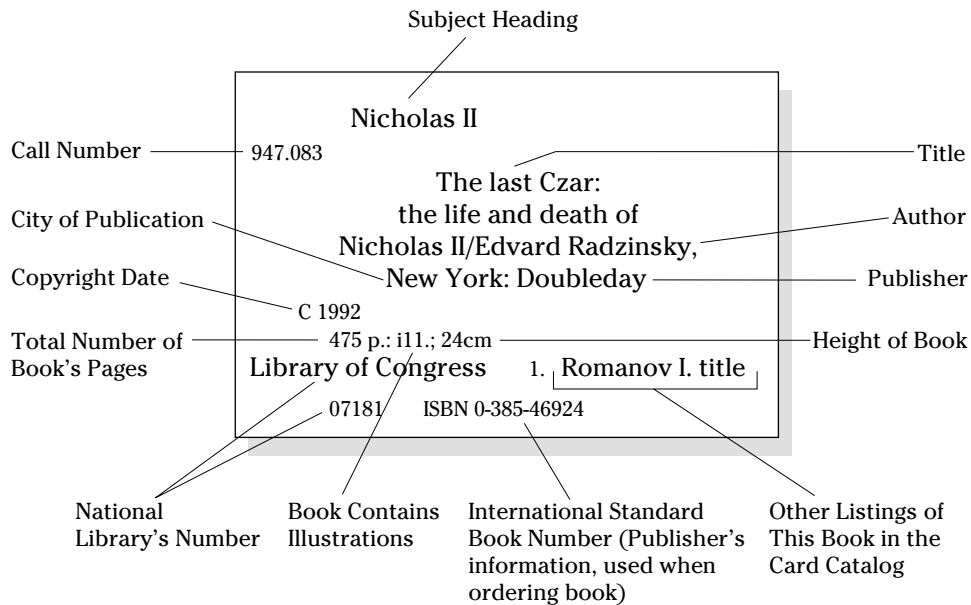
If you need a general overview of your subject, or perhaps some background or historical information, you might begin your library research by consulting an encyclopedia, a collection of biographical entries, or even a statistical or demographic yearbook. You might use a comprehensive or

specialized dictionary if your search turns up terms that are unfamiliar to you. These and many other library reference guides (in print and online) might also help you find a specific focus for your essay if you feel your topic is still too large or undefined at this point.

Computer Catalogs of Library Holdings/The Card Catalog

In most libraries across the country, card catalogs have been replaced by computers as the primary guide to a library's holdings. During this time of transition, however, you may still find libraries that blend computer and card catalog use, and a few that have not yet installed any computer databases. No two libraries are exactly alike, and technological resources vary from place to place. As a result, consulting a librarian about the system(s) currently in use at your school or public library may be essential as you begin your research. Never be afraid to ask for help!

The *card catalog* is usually a series of cabinets containing alphabetized index cards; in some libraries, the card catalog is divided into three parts so that you may look up information under "subject," "author," and "title." Here is an example of a card you might find in a subject catalog.



Computer catalogs also allow you to look for information by subject, author, and title as well as by keyword, by the ISBN, or by the call number. On-screen prompts will guide you through the process of searching. Unless you are already familiar with authorities or their works on your topic, you might begin with the subject catalog. For example, Amy Lawrence began her research on the Romanov assassination by looking in the computer catalog

under the subject heading for Nicholas II, the Russian czar. After typing in her subject, she discovered that the library had several books on the czar; one book looked especially promising, so she pulled up the following screen to see more information.

SUBJECT ▼	Nicholas II, Czar of Russia,	View Entire Collection ▼	Search
-----------	------------------------------	--------------------------	--------

Record 3 of 5

Author Radzinsky, Edvard.
Title **The last Czar: the life and death of Nicholas II**
Publisher New York: Anchor Books: Doubleday, 1992

LOCATION	CALL #	STATUS
HRMY Nonfiction	947.083 Radzinsky, E. 1992	CHECKED IN

Edition 1st Anchor Books ed.
Descript vi, 475 p., [24] p. of plates : ill., maps ; 24 cm.
Subject Nicholas II, Emperor of Russia, 1868-1918 – Assassination
Nicholas II, Emperor of Russia, 1868-1918 – Family
Note Originally published: New York : Doubleday, 1992.
Bibliog. Includes bibliographical references (p. [453]-457) and index.
ISBN 0385469624 : \$14.95 (\$18.95 Can.)

If you cannot find your topic in the subject catalog, you may have to look under several headings to find the specific one your library uses. (For example, Amy's library might have used "Romanov" instead of "Nicholas II" in its subject catalog.) If you can't find your subject under the headings that first come to mind, consult the *Library of Congress Subject Headings*, a common reference book that will suggest other names for your topic. Once you have a call number, a library map will help you find the book's location on the shelves.

Indexes

Indexes list magazines, journals, newspapers, audio and video sources, books, and collections that contain material you may wish to consult. Most of these indexes are now available on computer databases; you will probably find the most current information there because databases are frequently updated. Some printed indexes, in contrast, may be revised and published only once a year. However, if electronic databases are not accessible, you can always turn to the print versions available at your library. For example, if you think your topic has been the subject of articles in general-interest magazines, you might consult *The Reader's Guide to Periodical Literature*; for newspaper articles, you might check *The New York Times Index* or the *National Newspaper*

Index. Most specialized subjects have their own indexes: the *Humanities Index*, the *Art Index*, the *Music Index*, the *Social Sciences Index*, the *Business Periodicals Index*, the *Applied Science and Technology Index*, and so on.

CD-ROMs and Databases

Most libraries today offer many electronic sources to help people search for information.

In previous years, you may have used one or more of the CD-ROMs (compact disks of stored information) in your library, perhaps when you needed to consult an encyclopedia, such as *Encarta* or *Grolier's*. Today, most college libraries have converted almost exclusively to online information services that will lead you to appropriate databases (general and specific) for your subject. A *database* allows you to use a computer to scan electronic indexes that list thousands of bibliographic sources, abstracts, and texts.

Libraries across the country subscribe to different information services, so you must consult your place of research for its particular list. Once you are familiar with your library's selected databases, you will find some general-interest indexes and others that are focused on specialized areas (education, health, business, law, film and so on); abstracts and even full texts of articles are sometimes available. Online databases are updated frequently and may offer you the most current sources for your research. Ask a librarian to help if you are unfamiliar with a database search.

As you search your electronic sources, remember that you may have to try a variety of keywords (and their synonyms) to find what you need. Sometimes your keyword search may turn up too few leads—and sometimes you may be overwhelmed with too many matches! (For example, when Amy Lawrence typed in the keyword “Anastasia,” she discovered too many irrelevant entries focusing on Hollywood movies about the princess.) To save time and effort, you may be able to broaden or narrow your search by typing in words called *Boolean operators** as illustrated below:

AND (Nicholas II AND Anastasia)—narrows your search to those references containing both terms

OR (Nicholas II OR Anastasia)—broadens search to find items containing either term

NOT (Anastasia NOT movie)—excludes items irrelevant to your search

NEAR (Nicholas II NEAR assassination)—finds references in which the terms occur within a set number of words. (This option is not always available.)

Not all databases respond to Boolean operators, however, so it's always best to consult the searching advice offered by your particular information system.

* Named for the nineteenth-century British mathematician and logician George Boole.

Once you have found useful information, libraries today usually have printers available to copy the on-screen data you wish to keep; you may have to pay a small fee for this copying, so it's a good idea to take some cash along, preferably in correct change. (Sometimes users can avoid this expense by e-mailing data to themselves.)

And once again, the very best advice bears repeating: never hesitate to ask your library staff for help.

The Internet

You may have access to the Internet through your library, through your school network, or through a personal account with a service provider of your choice. The Internet can offer great research opportunities, but in many cases, it may only supplement—not replace—the work you will need to do in the library.

The most effective approach to discovering useful material on the Internet may be through use of “search engines” that produce a list of potential electronic documents or Web sites in response to your search. Some search engines (such as Yahoo!) offer a “subject directory,” which organizes an enormous amount of information on the Net into broad categories, such as arts, education, health, humanities, or science. To research a topic, you move through general categories to more specific subcategories until you find the information you need (arts → literature → classics → Greek classics → *The Iliad*). You might wish to consult a subject directory early in your search when you are looking for general information on your topic.

Perhaps more useful in an advanced search are those search engines that operate in a more focused way: you type in your keyword(s); the search engine explores its database for word or phrase matches; it then presents you with a list of potential sources, which include the Internet addresses (called URLs—“uniform resource locators”). You may access the sources that seem most promising (often those that appear first on the list), and you may also connect to other material by clicking on any highlighted words (hypertext links) appearing within the text of a particular document. At this time, several of the most popular search engines are Google, AltaVista, HotBot, Excite, Go (InfoSeek), Yahoo! and Lycos; some systems, such as MetaCrawler, search multiple engines at once.

Most search engines have their own searching tips; to improve your chances for a successful search, it's well worth the time to read the advice. For example, many search engines allow use of some or all of the Boolean operators (see page 375) to narrow or broaden your search. Some allow the use of plus and minus signs to show connected terms or unwanted matches:

Anastasia + Nicholas II (find sources containing both terms)

Anastasia – movie (find sources about Anastasia but exclude those that include the word “movie”)

Some programs request quotation marks or parentheses around phrases; some are case sensitive (capitalize proper nouns or not?); some use truncation to find various forms of a word (myth* will return *mythology* and *mythical*). Other programs, such as Ask Jeeves, allow researchers to ask questions in natural language (“Who was Marie Romanov?”). As technology continues to change and improve, searching will no doubt become easier, so always take a moment to look at each search engine’s current directions.

Here is one more hint for searching the Web: sometimes you can guess the URL you need. Simply fill in the name of a specific company, college, agency, or organization. Do not skip spaces between words (usnews.com).

Businesses: www.name of company.com

Universities: www.name of college.edu

Government agencies: www.name of agency.gov

Organizations: www.name of organization.org

You may also consult specialized directories to discover the addresses you need.

Once you find a useful document or site, you may print a copy or add the reference to your “bookmark” or “favorites” list, if you are using your own computer. Whether at the library or at home, always keep a list of your important sites, their addresses, and the date you accessed them. You may need this information for an easy return to a particular document and also for your working bibliography.

There are many other ways to use the Internet for research and for trading ideas with others. To explore the possibilities in more detail than may be presented here, invest in a current book on the Internet or go to one of the many sites offering research advice.

*Words of Caution for Internet Users:
Be Afraid, Be Very Afraid. . .*

The Internet offers researchers a wealth of information incredibly fast. However, the Internet poses problems, too. It may offer a great deal of information on your essay topic—but it may not offer the *best* information, which might be found in a classic text on your library shelf. Background information or historical prospective may not be available; Web site information may be out of date. Moreover, simply finding the specific information you need can be frustrating and time-consuming, especially if your keywords and links don’t lead in useful directions. The information superhighway is congested with scores of irrelevant distractions, so beware the wild Web chase.

There is, however, another much more serious problem: not all material found on the Internet is accurate or reliable. When an article is printed in a respected journal, for example, readers have assurances that editors have reviewed the information, writers have checked their facts, and authorities have been quoted correctly. However, Web sites may be created by anyone on any subject, from gene splicing to Elvis sightings, without any sort of editorial

review. Opinions—wise or crackpot—may be presented as facts; rumors may be presented as reality. Because there is no “quality control” of Web sites, writers of research papers must evaluate their sources extremely carefully to avoid gathering unreliable information. Always ask these questions of each source:

- What is the purpose of this Web site? (To inform, persuade, market a product or service, share an interest, entertain?) To whom is this site primarily directed, and why?
- Who is the sponsor, author, or creator of the site? (A business, an educational institution, a non-profit organization, a government agency, a news bureau, an individual?) Is the sponsor or author known and respected in the particular content area?
- Does the sponsor or author reveal a clear bias or strong opinion? Does such a slant undercut the usefulness of the information?
- When was this site produced? When was it last updated or revised? If links exist, are they still viable? Up-to-date?
- Is the information accurate? How might the material be cross-checked and verified?

If you have doubts about the accuracy of any material you discover on the Internet, find another authoritative source to validate the information or omit it from your essay. Following the guidelines on pages 381–383 will help you evaluate *all* your potential research sources.

Special Collections

Your library may contain special collections that will help you research your subject. Some libraries, for example, have extensive collections of government documents or educational materials or newspapers from foreign cities. Other libraries may have invested in manuscripts from famous authors or in a series of works on a particular subject, such as your state’s history, a Vietnam War collection, or studies on human rights in post-World War II Latin America. Remember, too, that some libraries contain collections of early films, rare recordings, or unique photographs. Consult your librarian or the information sources describing your library’s special holdings.

PREPARING A WORKING BIBLIOGRAPHY

As you search for information about your essay topic, keep a list of sources that you may want to use in your essay. This list, called a *working bibliography*, will grow as you discover potential sources, and it may shrink if you delete references that aren’t useful. Ultimately, this working bibliography will become the list of references presented at the end of your essay.

There are several ways to record your sources. Some students prefer to make an index card for each title; others compile a list in a research notebook;

still others prefer to create a computer file or folder of printouts. As you add sources to your working bibliography, note the following information, as appropriate.

Book

1. Author's or editor's full name
2. Complete title, including subtitle if one exists
3. Edition number
4. Volume number and the total number of volumes if the book is part of a series
5. Publisher
6. City of publication
7. Date of publication
8. Library call number or location of source
9. Chapter title or page numbers of the information you need

Article in a Journal, Magazine, or Newspaper

1. Author's full name (if given)
2. Title of the article
3. Title of the journal, magazine, or newspaper
4. Volume and issue number of the journal or magazine
5. Date of publication
6. Page numbers of the article (section and page numbers for newspaper)

Electronic Sources

1. Author's full name or name of sponsoring organization
2. Title of document
3. Title of the database, Web site, CD-ROM, etc.
4. Editor's name and volume information
5. Date of electronic publication or latest update
6. Date that you accessed the source
7. The network address (URL)
8. Previous print publication information, if available

Here are three sample index cards from Amy Lawrence's working bibliography:

Book

Radzinsky, Edward; translated by Marian Schwartz

The Last Czar: The Life and Death of Nicholas II

Doubleday Publishers, 1992

New York, New York

pp. 8–10, 315–434

call number: AN947.083

CSU Library, East Wing

Translated by

Marian Schwartz

Article in Magazine

Elliot, Dorinda

“The Legacy of the Last Czar”

Newsweek, pp. 60–61

Sept. 21, 1992

Electronic Source

Varoli, John

“Nemtsov: Bury Czar in St. Petersburg July 17”

The St. Petersburg Times

St. Petersburg, Russia

Feb. 9–15, 1998

<<http://www.spb.ru/times/336-337/nemtsov.html>>

Internet

(date of access: 2/26/01)

CHOOSING AND EVALUATING YOUR SOURCES

After you have found a number of promising sources, take a closer look at them. The strength and credibility of your research paper will depend directly on the strength and credibility of your sources. In short, a research paper built on shaky, unreliable sources will not convince a thoughtful reader. Even one suspect piece of evidence may lead your reader to wonder about the validity of other parts of your essay.

To help you choose your sources, ask yourself the following questions as you try to decide which facts, figures, and testimonies will best support or illustrate your ideas.

What do I know about the author? Does this person have any expertise or particular knowledge about the subject matter? If the author of an article about nuclear fusion is a physics professor at a respected university, her views will be more informed than those of a writer who never took a physics course. Although books and scholarly journals generally cite their author's qualifications, the credentials of journalists and magazine writers may be harder to evaluate. Internet sources, as mentioned earlier, may be highly suspect. In cases in which the background of a writer is unknown, you might examine the writer's use of his or her own sources. Can sources for specific data or opinions be checked or verified? In addition, the objectivity of the author must be considered: some authors are clearly biased and may even stand to gain economically or politically from taking a particular point of view. The president of a tobacco company, for instance, might insist that secondary smoke from the cigarettes of others will not harm nonsmokers, but does he or she have an objective opinion? Try to present evidence from those authors whose views will sway your readers.

What do I know about the publisher? Who published your sources? Major, well-known publishing houses can be one indication of a book's credibility. (If you are unfamiliar with a particular publisher, consult a librarian or professor in that field). Be aware that there are many publishers who only publish books supporting a specific viewpoint; similarly, many organizations support Web sites to further their causes. The bias in such sources may limit their usefulness to your research.

For periodicals, consider the nature of the journal, magazine, or newspaper. Who is its intended audience? A highly technical paper on sickle cell anemia, for example, might be weakened by citing a very general discussion of the disease from *Health Digest*; an article from the *Journal of the American Medical Association*, however, might be valuable. Is it a publication known to be fairly objective (*The New York Times*) or does it have a particular cause to support (*The National Sierra Club Bulletin*)? Looking at the masthead of a journal or other publication will often tell you whether articles are subjected to stringent review before acceptance for publication. In general, articles published in "open" or nonselective publications should be examined closely for

credibility. In a recent case, the newsletter for MENSA—a well-known international society for individuals who have documented IQs in the top 2 percent of the population—created a furor when an article appeared recommending the euthanasia of the mentally and physically disabled, the homeless, and other so-called “nonproductive” members of society. The newsletter editor’s explanation was that all articles submitted for publication are generally accepted.

Is my research reasonably balanced? Your treatment of your subject—especially if it is a controversial one—should show your readers that you investigated all sides of the issue before reaching a conclusion. If your sources are drawn only from authorities well known for voicing one position, your readers may be skeptical about the quality of your research. For instance, if in a paper arguing against a new gun-control measure, you cite only the opinions voiced by the officers of the National Rifle Association, you may antagonize the reader who wants a thorough analysis of all sides of the question. Do use sources that support your position, but don’t overload your argument with obviously biased sources.

Are my sources reporting valid research? Is your source the original researcher or is he or she reporting someone else’s study? * If the information is being reported secondhand, has your source been accurate and clear? Is the original source named or referenced in some way so that the information could be checked?

A thorough researcher might note the names of authorities frequently cited by other writers or researchers and try to obtain the original works by those authorities. This tip was useful for Amy Lawrence as she found the researcher Robert K. Massie mentioned in a number of magazine articles. Once she obtained a copy of his often-quoted book, she had additional information to consider for her paper.

Look too at the way information in your source was obtained in the first place. Did the original researchers themselves draw the logical conclusions from their evidence? Did they run their study or project in a fair, impartial way? For example, a survey of people whose names were obtained from the rolls of the Democratic party will hardly constitute a representative sampling of voters’ opinions on an upcoming election.

Moreover, be especially careful with statistics because they can be manipulated quite easily to give a distorted picture. A recent survey, for instance, asked a large sample of people to rate a number of American cities based on questions dealing with quality of life. Pittsburgh—a lovely city to be sure—came out the winner, but only if one agrees that all the questions should be weighted equally; that is, the figures gave Pittsburgh the highest score only if one rates “weather” as equally important as “educational opportunities,”

* Interviews, surveys, studies, and experiments conducted firsthand are referred to as *primary sources*; reports and studies written by someone other than the original researcher are called *secondary sources*.

“number of crimes,” “cultural opportunities,” and other factors. In short, always evaluate the quality of your sources’ research and the validity of their conclusions before you decide to incorporate their findings into your own paper. (And don’t forget Mark Twain’s reference to “lies, damned lies, and statistics.”)

Are my sources still current? Although some famous experiments or studies have withstood the years, many controversial topics demand research as current as possible. What was written two years or even two weeks ago may have been disproved or surpassed since, especially in our rapidly changing political world and ever-expanding fields of technology. A paper on the status of the U.S. space program, for example, demands recent sources, and research on personal computer use in the United States would be severely weakened by the use of a text published as recently as 1998 for “current” statistics.

If they’re appropriate, journals and other periodicals may contain more up-to-date reports than books printed several years ago; library database searches can often provide the most current information (Amy Lawrence, for example, could have read about the latest findings of the Russian special commission during the week they were officially announced.). Although readers usually appreciate hearing the most recent word on the topic under examination, you certainly shouldn’t ignore a “classic” study on your subject, especially if it is the one against which all the other studies are measured. A student researching the life of Abraham Lincoln, for instance, might find Carl Sandburg’s multivolume biography of over 60 years ago as valuable as more recent works. (Remember, too, that even though Web sites can be continually revised, they are sometimes neglected; always check to see if a “last updated” time has been posted or if the material contains current dates or references.)

For more advice to help you think critically about your sources, see Chapter 5.

PREPARING AN ANNOTATED BIBLIOGRAPHY

While you are gathering and assessing your sources, you may be asked to compile an annotated bibliography—a description of each important source that includes the basic bibliographic facts as well as a brief summary of each entry’s content. After reading multiple articles or books on your subject over a period of days or even weeks, you may discover that the information you’ve found has begun to blur together in your head. Annotating each of your bibliographies will help you remember the specific data in each source so that you can locate it later in the planning and drafting stages of your writing process.

Here is a sample taken from Amy Lawrence's annotated bibliography:

Elliott, Dorinda. "The Legacy of the Last Czar." Newsweek 21 Sept. 1992: 60–61.

Elliot offers the results of early forensic analysis of the Romanov grave site and a brief description of the events surrounding the executions. The article quotes forensic experts and historians and includes the views of Russian citizens on the significance of finding and identifying the remains of the Romanov family.

Compiling an annotated bibliography will also give you a clear sense of how complete and balanced your sources are in support of your ideas, perhaps revealing gaps in your evidence that need to be filled with additional research data. Later, when your essay is finished, your annotated bibliography might provide a useful reference for any of your readers who are interested in exploring your subject in more depth.

TAKING NOTES

As you evaluate and select those sources that are both reliable and useful, you will begin taking notes on their information. Most researches use one or more of the following three methods of note-taking.

1. Some students prefer to make their notes on index cards rather than on notebook paper because a stack of cards may be added to, subtracted from, or shuffled around more easily when it's time to plan the essay. (Hint 1: If you have used bibliography cards, take your notes on cards of different sizes or colors to avoid any confusion; write on only one side of each card so that all your information will be in sight when you draft your essay.)
2. Other students rely on photocopies or printouts of sources, highlighting or underlining important details. (Hint 2: Copy the title page and other front matter so that you will have complete bibliographic information clipped to your pages.)
3. Students with personal computers may prefer to store their notes in computer files because of the easy transfer of quoted material from file to essay draft. (Hint 3: Always make a hard copy of your notes and back up your files frequently in case of a crash!) You will probably find yourself taking notes by hand on those occasions when you are without your computer (library, classroom, interview, public speech, etc.), so carry index cards with you and transcribe your notes into your files later.

Whichever note-taking method you choose, always remember to record bibliographic information and the specific page numbers (in printed sources) or paragraph numbers (in some electronic sources) from which your material is taken. Your notes may be one of the following kinds:

1. *Direct quotations.* When you lift material word for word,* you must always use quotation marks and note the precise page number of the quotation, if given. If the quoted material runs from one printed page onto another, use some sort of signal to yourself, such as a slash bar (child/abuse) or arrow (→ p. 162) at the break so if you use only part of the quoted material in your paper, you will know on which page it appeared. If the quoted material contains odd, archaic, or incorrect spelling, punctuation marks, or grammar, insert the word [*sic*] in brackets next to the item in question; [*sic*] means “this is the way I found it in the original text,” and such a symbol will remind you later that you did not miscopy the quotation. Otherwise, always double-check to make sure you did copy the material accurately and completely to avoid having to come back to the source as you prepare your essay. If the material you want to quote is lengthy, you will find it easier—though not cheaper—to photocopy (or print out) the material rather than transcribe it.

2. *Paraphrase.* You paraphrase when you put into your own words what someone else has written or said. Please note: *paraphrased ideas are borrowed ideas, not your original thoughts, and, consequently, they must be attributed to their owner just as direct quotations are.*

To remind yourself that certain information in your notes is paraphrased, always introduce it with some sort of notation, such as a handwritten ® or a typed P//. Quotation marks will always tell you what you borrowed directly, but sometimes when writers take notes one week and write their first draft a week or two later, they cannot remember if a note was paraphrased or if it was original thinking. Writers occasionally plagiarize unintentionally because they believe only direct quotations and statistics must be attributed to their proper sources, so make your notes as clear as possible (for more information on avoiding plagiarism, see pages 389–392).

3. *Summary.* You may wish to condense a piece of writing so you may offer it as support for your own ideas. Using your own words, you should present in shorter form the writer’s thesis and supporting ideas. You may find it helpful to include a few direct quotations in your summary to retain the flavor of the original work. Of course, you will tell your readers what you are summarizing and by whom it was written. Remember to make a note (sum:) to indicate summarized, rather than original, material. (For more information on writing a summary, see also pages 182–184.)

4. *Your own ideas.* Your notes may also contain your personal comments (judgments, flashes of brilliance, notions of how to use something you’ve just read, notes to yourself about connections between sources, questions, and so forth) that will aid you in the writing of your paper. In handwritten notes, you might jot these down in a different-colored pen or put them in brackets that

* All tables, graphs, and charts that you copy must also be directly attributed to their sources, though you do not enclose graphics in quotation marks.

you've initialed, so that you will recognize them later as your own responses when your note cards are cold.

Distinguishing Paraphrase from Summary

Because novice writers sometimes have a hard time understanding the difference between paraphrase and summary, here is an explanation and a sample of each. The original paragraph that appears here was taken from a magazine article describing an important 1984 study still frequently cited.

Another successful approach to the prevention of criminality has been to target very young children in a school setting before problems arise. The Perry Preschool Program, started 22 years ago in a low socioeconomic area of Ypsilanti, Michigan, has offered some of the most solid evidence to date that early intervention through a high-quality preschool program can significantly alter a child's life. A study released this fall tells what happened to 123 disadvantaged children from preschool age to present. The detention and arrest rates for the 58 children who had attended the preschool program was 31 percent, compared to 51 percent for the 65 who did not. Similarly, those in the preschool program were more likely to have graduated from high school, have enrolled in postsecondary education programs and be employed, and less likely to have become pregnant as teenagers.

—from “Arresting Delinquency,”
Dan Hurley, *Psychology Today*,
March 1985, page 66

Paraphrase

A *paraphrase* puts the information in the researcher's own words, but it does follow the order of the original text, and it does include the important details.

Quality preschooling for high-risk children may help stop crime before it starts. A 1984 study from the Perry Preschool Program located in a poor area of Ypsilanti, Michigan, shows that of 123 socially and economically disadvantaged children, the 58 who attended preschool had an arrest rate of 31 percent compared to 51 percent for those 65 who did not attend. The adults with preschool experience had also graduated from high school in larger numbers; in addition, more of them had attended postsecondary education programs, were employed, and had avoided teenage pregnancy (Hurley 66).

Summary

A *summary* is generally much shorter than the original; the researcher picks out the key ideas but often omits many of the supporting details.

A 1984 study from the Perry Preschool Program in Michigan suggests that disadvantaged children who attend preschool are less likely to be arrested as adults. They chose more education, had better employment records, and avoided teenage pregnancy more often than those without preschool (Hurley 66).

REMEMBER:

Both paraphrased and summarized ideas must be attributed to their sources, even if you do not reproduce exact words or figures.

INCORPORATING YOUR SOURCE MATERIAL

Be aware that a research paper is not a massive collection of quotations and paraphrased or summarized ideas glued together with a few transitional phrases. It is, instead, an essay in which you offer *your* thesis and ideas based on and supported by your research. Consequently, you will need to incorporate and blend in your reference material in a variety of smooth, persuasive ways. Here are some suggestions:

Use your sources in a clear, logical way. Make certain that you understand your source material well enough to use it in support of your own thoughts. Once you have selected the best references to use, be as convincing as possible. Ask yourself if you're using enough evidence and if the information you're offering really does clearly support your point. As in any essay, you need to avoid oversimplification, hasty generalizations, *non sequiturs*, and other problems in logic (for a review of common logical fallacies, see pages 297–300). Resist the temptation to add quotations, facts, or statistics that are interesting but not really relevant to your paper.

Don't overuse direct quotations. It's best to use a direct quotation *only* when it expresses a point in a far more impressive, emphatic, or concise way than you could say it yourself. Suppose, for instance, you were analyzing the films of a particular director and wanted to include a sample of critical reviews.

As one movie critic wrote, "This film is really terrible, and people should ignore it" (Dennison 14).

The preceding direct quotation above isn't remarkable and could be easily paraphrased. However, you might be tempted to quote the following line to show your readers an emphatically negative review of this movie.

As one movie critic wrote, "This film's plot is so idiotic it's clearly intended for people who move their lips not only when they read but also when they watch TV" (Dennison 14).

When you do decide to use direct quotations, don't merely drop them in your prose as if they had fallen from a tall building onto your page.

Instead, lead into them smoothly so that they obviously support or clarify what you are saying.

Dropped in Scientists have been studying the ill effects of nitrites on test animals since 1961. “Nitrites produced malignant tumors in 62 percent of the test animals within six months” (Smith 109).

Better Scientists have been studying the ill effects of nitrites on test animals since 1961. According to Dr. William Smith, head of the Farrell Institute of Research, who conducted the largest experiment thus far, “Nitrites produced malignant tumors in 62 percent of the test animals within six months” (109).

Vary your sentence pattern when you present your quotations. Here are some sample phrases for quotations:

In her introduction to The Great Gatsby, Professor Wilma Smith points out that Fitzgerald “wrote about himself and produced a narcissistic masterpiece” (5).

Wilma Smith, author of Impact, summarized the situation this way: “Eighty-eight percent of the sales force threaten a walkout” (21).

“Only the President controls the black box,” according to the White House Press Secretary Wilma Smith.

As drama critic Wilma Smith observed last year in The Saturday Review, the play was “a rousing failure” (212).

Perhaps the well-known poet Wilma Smith expressed the idea best when she wrote, “Love is a spider waiting to entangle its victims” (14).

“Employment figures are down 3 percent from last year,” claimed Senator Wilma Smith, who leads opposition to the tax cut (32).

In other words, don’t simply repeat “Wilma Smith said,” “John Jones said,” “Mary Brown said.”

Punctuate your quotations correctly. The proper punctuation will help your reader understand who said what. For information on the appropriate uses of quotation marks surrounding direct quotations, see pages 509–510 in Part Four. If you are incorporating a long quoted passage into your essay, one that appears as more than four typed lines in your manuscript, you should present it in block form without quotation marks, as described on page 395. To omit words in a quoted passage, use ellipsis marks, explained on pages 516–517.

Make certain your support is in the paper, not still in your head or back in the original source. Sometimes when you’ve read a number of persuasive facts in an article or a book, it’s easy to forget that your reader doesn’t know them as you do now. For instance, the writer of the following paragraph isn’t as persuasive as she might be because she hides the support

for her controversial point in the reference to the article, forgetting that the reader needs to know what the article actually said:

An organ transplant from one human to another is becoming an everyday occurrence, an operation that is generally applauded by everyone as a life-saving effort. But people are overlooking many of the serious problems that come with the increase in transplant surgery. A study shows that in Asia there may be a risk of traffic in organs on the Black Market. Figures recorded recently are very disturbing (Wood 35).

For the reader to be persuaded, he or she needs to know what the writer learned from the article: What study? What figures and what exactly do they show? Who has recorded these? Is the source reliable? Instead of offering the necessary support in the essay, the writer merely points to the article as proof. Few readers will take the time to look up the article to find the information they need to understand or believe your point. Therefore, when you use source material, always be sure that you have remembered to put your support on the page, *in the essay itself*, for the reader to see. Don't let the essence of your point remain hidden, especially when the claim is controversial.

Don't let reference material dominate your essay. Remember that your reader is interested in *your* thesis and *your* conclusions, not just in a string of references. Use your researched material wisely whenever your statements need clarification, support, or amplification. But don't use quotations, paraphrased, or summarized material at every turn, just to show that you've done your homework.

AVOIDING PLAGIARISM

Unfortunately, most discussions of research must include a brief word about plagiarism. Novice writers often unintentionally plagiarize, as noted before, because they fail to recognize the necessity of attributing paraphrased, summarized, and borrowed ideas to their original owners. And indeed it is sometimes difficult after days of research to know exactly what one has read repeatedly and what one originally thought. Also, there's frequently a thin line between general or common knowledge ("Henry Ford was the father of the automobile industry in America") that does not have to be documented and those ideas and statements that do ("USX reported an operating loss of four million in its last quarter"). As a rule of thumb, ask yourself whether the majority of your readers would recognize the fact or opinion you're expressing or if it's repeatedly found in commonly used sources; if so, you may not need to document it. For example, most people would acknowledge that the Wall Street crash of 1929 ushered in the Great Depression of the 1930s, but the exact number of bank foreclosures in 1933 is not common knowledge and, therefore, needs documenting. Similarly, a well-known quotation from the Bible or Mother Goose or even the Declaration of Independence might pass without

documentation, but a line from the vice-president's latest speech needs a reference to its source. Remember, too, that much of the material on the Internet is copyrighted. When in doubt, the best choice is to document anything that you feel may be in question.

To help you understand the difference between plagiarism and proper documentation, here is an original passage and both incorrect and correct ways to use it in a paper of your own:

Original It is a familiar nightmare: a person suffers a heart attack, and as the ambulance fights heavy traffic, the patient dies. In fact, 350,000 American heart-attack victims each year die without ever reaching a hospital. The killer in many cases is ventricular fibrillation, uncoordinated contraction of the heart muscle. Last week a team of Dutch physicians reported in The New England Journal of Medicine that these early deaths can often be prevented by administration of a common heart drug called lidocaine, injected into the patient's shoulder muscle by ambulance paramedics as soon as they arrive on the scene.

—from "First Aid for Heart Attacks,"
Newsweek, November 11, 1985,
page 88

Plagiarized It is a common nightmare: as the ambulance sits in heavy traffic, a person with a heart attack dies, often a victim of ventricular fibrillation, uncoordinated contraction of the heart muscle. Today, however, these early deaths can often be prevented by an injection into the patient's shoulder of a common heart drug called lidocaine, which may be administered by paramedics on the scene.

This writer has changed some of the words and sentences, but the passage has obviously been borrowed and must be attributed to its source.

Also plagiarized According to Newsweek, 350,000 American heart attack victims die before reaching help in hospitals ("First Aid for Heart Attacks" 88). However, a common heart drug called lidocaine, which may be injected into the patient by paramedics on the scene of the attack, may save many victims who die en route to doctors and sophisticated life-saving equipment.

This writer did attribute the statistic to its source, but the remainder of the paragraph is still borrowed and must be documented.

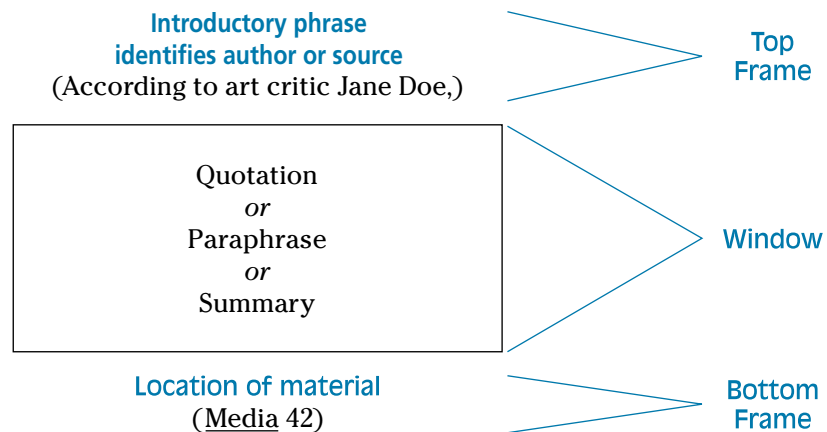
Properly documented Ambulance paramedics can, and often do, play a vital life-saving role today. They are frequently the first

medical assistance available, especially to those patients or accident victims far away from hospitals. Moreover, according to a Newsweek report, paramedics are now being trained to administer powerful drugs to help the sick survive until they reach doctors and medical equipment. For instance, paramedics can inject the common heart drug lidocaine into heart attack victims on the scene, an act that may save many of the 350,000 Americans who die of heart attacks before ever reaching a hospital ("First Aid for Heart Attacks" 88).

This writer used the properly documented information to support her own point about paramedics and has not tried to pass off any of the article as her own.

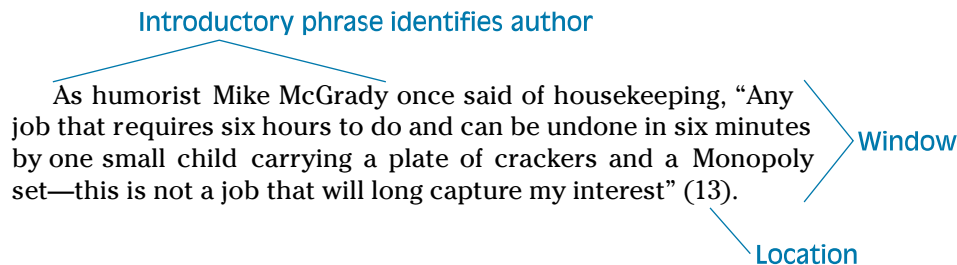
Although plagiarism is often unintentional, it's your job to be as honest and careful as possible. If you're in doubt about your use of a particular idea, consult your instructor for a second opinion.

Here's a suggestion that might help you avoid plagiarizing by accident. When you are drafting your essay and come to a spot in which you want to incorporate the ideas of someone else, think of the borrowed material as if it were in a window.* Always frame the window at the top with some sort of introduction that identifies the author (or source) and frame the window on the bottom with a reference to the location of the material:



*I am indebted to Professor John Clark Pratt of Colorado State University for this useful suggestion. Professor Pratt is the author of *Writing from Scratch: The Essay* (1987) published by Hamilton Press, and the editor of the *Writing from Scratch* series.

A sample might look like this:



In a later draft, you’ll probably want to vary your style so that all your borrowed material doesn’t appear in exactly the same “window” format (see page 388 for suggestions). But until you acquire the habit of *always* documenting your sources, you might try using the “window” technique in your early drafts.



PRACTICING WHAT YOU’VE LEARNED

As Amy Lawrence researched the Romanov execution, she found the following information about one of the earlier Romanov czars. To practice some of the skills you’ve learned so far, read the following passage on Alexander II of Russia (1855–1881) and do the tasks that are listed after it.

Alexander’s greatest single achievement was his emancipation of some forty million Russian serfs, a deed which won him the title of “Tsar Liberator.” To visit a rural Russian community in the earlier nineteenth century was like stepping back into the Middle Ages. Nine-tenths of the land was held by something less than one hundred thousand noble families. The serfs, attached to the soil, could be sold with the estates to new landlords, conscripted into the nobleman’s household to work as domestic servants, or even sent to the factories in the towns for their master’s profit. Though some nobles exercised their authority in a kindly and paternal fashion, others overworked their serfs, flogged them cruelly for slight faults, and interfered insolently in their private affairs and family relations. A serf could not marry without his master’s consent, could not leave the estate without permission, and might be pursued, brought back, and punished if he sought to escape. He lived at the mercy of his master’s caprice.

1. The book from which the preceding passage was taken contains the following information. Select the appropriate information and prepare a working bibliography card.

A Survey of European Civilization Part Two, Since 1660

Third Edition

Houghton Mifflin Company, Publishers

Boston

First edition, 1936

853.21

1,012 pages

Authors:

Wallace K. Ferguson, The University of Western Ontario

Geoffrey Brun, Formerly Visiting Professor of History, Cornell University

Indexes: general, list of maps

Picture Acknowledgments, xxvii

copyright 1962

page 716

44 chapters

2. Paraphrase the first four sentences of the passage.
3. Summarize the passage, but do not quote from it.
4. Select an important idea from the passage to quote directly and lead into the quotation with a smooth acknowledgment of its source.
5. Select an idea or a quotation from the passage and use it as support for a point of your own, being careful not to plagiarize the borrowed material.



ASSIGNMENT

1. In your school or local library, look up a newspaper* from any city or state and find the issue published on the day of your birth. Prepare a bibliography card for the issue you chose. Then summarize the most important or “lead” article on the front page. (Don’t forget to acknowledge the source of your summary.)
2. To practice searching for and choosing source material, find three recent works on your essay topic available in your library. If you don’t have an essay topic yet, pick a subject that interests you, one that is likely to appear in both print and electronic sources (Baseball Hall of Fame, stamp collecting, the Titanic disaster, king cobras, etc.). If possible, try to find three different kinds of sources, such as a book, a journal article, and a Web site. After you have recorded bibliographic information for each source, locate and evaluate the works. Does each of these sources provide relevant, reliable information? In a few sentences explain why you believe each one would or would not be an appropriate source for your research essay.

* If the newspaper is not available, you might substitute a weekly news magazine, such as *Time* or *Newsweek*.

CHOOSING THE DOCUMENTATION STYLE FOR YOUR ESSAY

Once you begin to write your paper incorporating your source material, you need to know how to show your readers where your material came from. You may have already learned a documentation system in a previous writing class, but because today's researchers and scholars use a number of different documentation styles, it's important that you know which style is appropriate for your current essay. In some cases, your instructors (or the audience for whom you are writing) will designate a particular style; at other times, the choice will be yours.

In this chapter, we will look at two widely used systems—MLA style and APA style—and also review the use of the traditional footnote/bibliography format.

MLA Style

Most instructors in the humanities assign the documentation form prescribed by the Modern Language Association of America (MLA). Since 1984, the MLA has recommended a form of documentation that no longer uses traditional footnotes or endnotes to show references.* The current form calls for *parenthetical documentation*, most often consisting of the author's last name and the appropriate page number(s) in parentheses immediately following the source material in your paper. At the end of your discussion, readers may find complete bibliographic information for each source on a "Works Cited" page, a list of all the sources in your essay.

MLA Citations in Your Essay

Here are some guidelines for using the MLA parenthetical reference form within your paper.

1. If you use a source by one author, place the author's name and page number right after the quoted, paraphrased, or summarized material. Note that the parentheses go *before* the end punctuation, and there is no punctuation between the author's name and the page number.

Example Although pop art often resembles the comic strip, it owes a debt to such painters as Magritte, Matisse, and de Kooning (Rose 184).

2. If you use a source by one author and give credit to that author by name in your paper, you need only give the page number in the parentheses.

Example According to art critic Barbara Rose, pop art owes a large debt to such painters as Magritte, Matisse, and de Kooning (184).

*If you wish a more detailed description of the current MLA form, ask your local bookstore or library for the *MLA Handbook for Writers of Research Papers*, 5th ed. (New York: MLA, 1999) and also the *MLA Style Manual and Guide to Scholarly Publishing*, 2nd ed. (New York: MLA, 1998). The most up-to-date documentation forms may be found on the MLA Web site <<http://www.MLA.org>>.

3. If you are directly quoting material of more than four typed lines, indent the material one inch (ten spaces) from the left margin, double-space, and do not use quotation marks. Do not change the right margin. Note that in this case, the parentheses appear *after* the punctuation that ends the quoted material.

Example In addition to causing tragedy for others, Crane's characters who are motivated by a desire to appear heroic to their peers may also cause themselves serious trouble. For example, Collins, another Civil War private, almost causes his own death because of his vain desire to act bravely in front of his fellow soldiers. (Hall 16)

4. If you are citing more than one work by the same author, include a short title in the parentheses.

Example Within 50 years, the Inca and Aztec civilizations were defeated and overthrown by outside invaders (Thomas, Lost Cultures 198).

5. If you are citing a work by two or three authors, use all last names and the page number.

Examples Prisons today are overcrowded to the point of emergency; conditions could not be worse, and the state budget for prison reforms is at an all-time low (Smith and Jones 72).

Human infants grow quickly, with most babies doubling their birth weight in the first six months of life and tripling their weight by their first birthday (Pantell, Fries, and Vickery 52).

6. For more than three authors, use all the last names or use the last name of the first author plus *et al.* (Latin for "and others") and the page number. There is no comma after the author's name.

Example Casualties of World War II during 1940–45 amounted to more than twenty-five million soldiers and civilians (Blum et al. 779).

7. If you cite a work that has no named author, use the work's title and the page number.

Example Each year 350,000 Americans will die of a heart attack before reaching a hospital ("First Aid for Heart Attacks" 88).

8. If the work you are citing appears in a series, include the volume and page number with the author's name.

Example The most common view camera format is 4" by 5", though many sizes are available on today's market (Pursell 1:29).

9. If the material you are citing comes from an electronic source that has no page numbers, use the author's last name in the text, if possible. If the author's name is unavailable, use a short reference to the work's title.

Example According to CSU professor Robert Thompson, the Chinese in Indonesia account for only 4% of the population but control 70% of the economy.

Note: Some instructors may ask you to include the paragraph number, the screen number, or the page number of the reference within the electronic source's total number of pages, especially if the document is lengthy. The example that follows shows how a reader could quickly find the information in the sixth paragraph instead of searching through the entire document.

Example The Chinese in Indonesia account for only 4% of the population but control 70% of the economy (Thompson par. 6).

10. If the material you are citing contains a passage quoted from another source, indicate the use of the quotation in the parentheses.

Example According to George Orwell, "Good writing is like a window-pane" (qtd. in Murray 142).

Compiling a Works Cited List: MLA Style

If you are using the MLA format, at the end of your essay you should include a *Works Cited* page—a formal listing of the sources you used in your essay. (If you wish to show all the sources you consulted, but did not cite, add a *Works Consulted* page.) Arrange the entries alphabetically by the authors' last names; if no name is given, arrange your sources by the first important word of the title. Double-space each entry, and double-space after each one. If an entry takes more than one line, indent the subsequent lines one-half inch (five spaces). Current MLA guidelines indicate one space following punctuation marks. (Some instructors still prefer two spaces, however, so you might check with your teacher on this issue.) See the sample entries that follow.

Sample Entries: MLA Style

Here are some sample entries to help you prepare a Works Cited page according to the MLA guidelines. Please note that MLA style recommends

shortened forms of publishers' names: Holt for Holt, Rinehart & Winston; Harcourt for Harcourt Brace College Publishers; UP for University Press; and so forth. Also, omit business descriptions, such as Inc., Co., Press, or House.

Remember, too, when you type your paper, the titles of books and journals should be underlined even though you may see them printed in books or magazines in italics. The titles of articles, essays, and chapters should be enclosed in quotation marks. All important words in titles are capitalized.

Books

- Book with one author

Keillor, Garrison. WLT: A Radio Romance. New York: Viking, 1991.

- Two books by the same author

Keillor, Garrison. Leaving Home. New York: Viking, 1987.

---. WLT: A Radio Romance. New York: Viking, 1991.

- Book with two or three authors

Pizzo, Stephen, and Paul Muolo. Profiting from the Bank and Savings and Loan Crisis. New York: Harper, 1993.

- Book with more than three authors

You may use *et al.* for the other names or you may give all names in full in the order they appear on the book's title page.

Guerin, Wilfred L., et al. A Handbook of Critical Approaches to Literature. New York: Harper, 1979.

- Book with author and editor

Chaucer, Geoffrey. The Tales of Canterbury. Ed. Robert Pratt. Boston: Houghton, 1974.

- Book with corporate authorship

United States Council on Fire Prevention. Stopping Arson before It Starts. Washington: Edmondson, 1992.

- Book with an editor

Knappman, Edward W., ed. Great American Trials: From Salem Witchcraft to Rodney King. Detroit: Visible Ink, 1994.

- Selection or chapter from an anthology or a collection with an editor

Chopin, Kate. "La Belle Zoraide." Classic American Women Writers. Ed. Cynthia Griffin Wolff. New York: Harper, 1980. 250–73.

- Work in more than one volume

If the volumes were published over a period of years, give the inclusive dates at the end of the citation.

Piepkorn, Arthur C. Profiles in Belief: The Religious Bodies of the United States and Canada. 2 vols. New York: Harper, 1976–78.

- Work in a series

Berg, Barbara L. The Remembered Gate: Origins of American Feminism. Urban Life in America Series. New York: Oxford UP, 1978.

- Translation

Radzinsky, Edvard. The Last Czar: The Life and Death of Nicholas II. Trans. Marian Schwartz. New York: Doubleday, 1992.

- Reprint

Note that this citation presents two dates: the date of original publication (1873) and the date of the reprinted work (1978).

Thaxter, Celia. Among the Isles of Shoals. 1873. Hampton, NH: Heritage, 1978.

- An Introduction, Preface, Foreword, or Afterword

Begin the citation with the name of the writer of the section you are citing; then identify the section but do not underline or use quotation marks around the word. Next, give the name of the book and the name of its author, preceded by the word “By,” as shown below.

Soloman, Barbara H. Introduction. Herland. By Charlotte Perkins Gilman. New York: Penguin, 1992. xi-xxxi.

Periodicals (Magazines, Journals, Newspapers)

- Signed article in magazine

Kaminer, Wendy. “Feminism’s Identity Crisis.” The Atlantic Oct. 1993: 51–68.

- Unsigned article in magazine

“A Path Paved with Palms.” Southern Living Feb. 1994: 4–6.

- Signed article in a journal

Lockwood, Thomas. “Divided Attention in Persuasion.” Nineteenth-Century Fiction 33 (1978): 309–23.

- A review
Spudis, Paul. Rev. of To a Rocky Moon: A Geologist's History of Lunar Exploration, by Don E. Wilhelms. Natural History Jan. 1994: 66–69.
- Signed article in newspaper
Friedman, Thomas. "World Answer to Jobs: Schooling." Denver Post 16 Mar. 1994: 9A.
- Unsigned article in newspaper
"Blackhawks Shut Down Gretsky, Kings, 4–0." Washington Post 11 Mar. 1994: C4.
- Unsigned editorial in newspaper
"Give Life after Death." Editorial. Coloradoan [Ft. Collins, CO] 23 Dec. 1995: A4.

If the newspaper's city of publication is not clear from the title, put the location in brackets following the paper's name, as shown in the preceding entry.

- A letter to the newspaper
Byrd, Charles. Letter. Denver Post 10 Sept. 2000: B10.

Encyclopedias, Pamphlets, Dissertations

Use full publication information for reference works, such as encyclopedias and dictionaries, unless they are familiar and often revised.

- Signed article in an encyclopedia (full reference)
Collins, Dean R. "Light Amplifier." McGraw-Hill Encyclopedia of Science and Technology. Ed. Justin Thyme. 3 Vols. Boston: McGraw-Hill, 1997.
- Unsigned article in a well-known encyclopedia
"Sailfish." The Encyclopedia Britannica. 18th ed. 1998.
- A pamphlet
Young, Leslie. Baby Care Essentials for the New Mother. Austin: Hall, 1985.
- A government document
Department of Health. National Institute on Drug Abuse. Drug Abuse Prevention. Washington: GPO, 1980.

- Unpublished dissertations and theses

Harmon, Gail A. "Poor Writing Skills at the College Level: A Program for Correction." Diss. U of Colorado, 2001.

Films, Television, Radio, Performances, Recordings

- A film

Schindler's List. Dir. Steven Spielberg. Perf. Liam Neeson and Ben Kingsley. Universal, 1994.

If you are referring to the contribution of a particular individual, such as the director, writer, actor, or composer, begin with that person's name:

Spielberg, Steven, dir. Schindler's List. Perf. Liam Neeson and Ben Kingsley. Universal, 1994.

- A television or radio show

Innovation. WNET, Newark. 12 Oct. 1985.

If your reference is to a particular episode or person associated with the show, cite that name first, before the show's name:

"General Stonewall Jackson." Civil War Journal. Arts and Entertainment Network. 10 June 1992.

Moyers, Bill, writ. and narr. Bill Moyers' Journal. PBS. WABC, Denver. 30 Sept. 1980.

- Performances (plays, concerts, ballets, operas)

Julius Caesar. By William Shakespeare. Perf. Royal Shakespeare Company. Booth Theater, New York. 13 Oct. 1982.

If you are referring to the contribution of a particular person associated with the performance, put that person's name first:

Shao, En, cond. Colorado Symphony Orch. Concert. Boettcher Concert Hall, Denver. 18 Mar. 1994.

- A recording

Marsalis, Wynton. "Oh, But on the Third Day." Rec. 27–28 Oct. 1988. The Majesty of the Blues. Columbia, 1989.

Letters, Lectures, and Speeches

- A letter

Steinbeck, John. Letter to Elizabeth R. Otis. 11 Nov. 1944. Steinbeck Collection. Stanford U Lib., Stanford, CA.

- A lecture or speech

Give the speaker's name and the title of the talk first, before the sponsoring organization (or occasion) and location. If there is no title, substitute the appropriate label, such as "lecture" or "speech."

Dippity, Sarah N. "The Importance of Prewriting." CLAS Convention.
Colorado Springs. 15 Feb. 2001.

Interviews

- A published interview

Cite the person interviewed first. Use the word "Interview" if the interview has no title.

Mailer, Norman. "Dialogue with Mailer." With Andrew Gordon. Berkeley Times 15 Jan. 1969.

- A personal interview

Adkins, Camille. Personal interview. 11 Jan. 2001.

Payne, Linda. Telephone interview. 13 April 2001.

Electronic Sources: MLA Style

The purpose of citations for electronic sources is the same as that for printed matter: identification of the source and the best way to locate it. All citations basically name the author and the work and present publication information. Citations for various types of electronic sources, however, must also include different kinds of additional information—such as network addresses—to help researchers locate the sources in the easiest way.

It's important to remember, too, that forms of electronic sources continue to change rapidly. As technology expands, new ways of documenting electronic sources are being created, but, as yet, there is no universally acknowledged citation standard. The problem is further complicated by the fact that some sources will not supply all the information you might like to include in your citation. In these cases, you simply have to do the best you can by citing what is available.

The guidelines and sample entries that follow are designed merely as an introduction to citing electronic sources according to MLA style. If you need additional help citing other kinds of electronic sources, consult the most up-to-the-minute documentation guide available, such as the current *MLA Handbook for Writers of Research Papers* or the MLA Web site.

Before looking at the sample citations given here, you should be familiar with the following information regarding dates, addresses, and reference markers in online sources.

Use of Multiple Dates Because online sources may change or be revised, a citation may contain more than one date. Your citation may present, for example, the original date of a document if it appeared previously in print form, the date of its electronic publication, or the time of its “latest update.” Your entry should also include a “date of access,” indicating the day you found the particular source.

Use of Network Addresses The *MLA Handbook* recommends inclusion of network addresses (URLs) in citations of online works. Enclose URLs in angle brackets, and, if you must divide an address at the end of a line, break it only after a slash mark. Do not use a hyphen at the break as this will distort the address. URLs are often long and easy to misread, so take extra time to ensure that you are copying them correctly.

Use of Reference Markers Unfortunately, many online sources do not use markers such as page or paragraph numbers. If such information is available to you, include it in your citations by all means; if it does not exist, readers must fend for themselves when accessing your sources. (Some readers might locate particular information in a document by using the “Find” tool in their computer program, but this option is not always available or useful.)

Scholarly Projects or Information Databases

Entries may include the following information, *if available*: title of the project or database, editor’s name, electronic publication information (including version number, date or latest update, name and place of sponsoring organization), date of access, and network address.

American Memory Project. 15 Nov. 2000. Lib. of Congress, Washington. 10 Jan. 2001 <<http://rs6.loc.gov/amhome.html>>.

Granger’s World of Poetry. 1999. Columbia UP. 10 Dec. 2000 <<http://www.grangers.org>>.

Documents within a Scholarly Project or Database

Begin with the author’s name. If no author is given, begin with the title of the document, followed by the publication information, the date of access, and the URL for the specific work (not the project or database).

“The History of the Holidays.” 1998. History Channel Online. 23 Dec. 2000 <<http://www.historychannel.com/holidays>>.

To cite a source without a URL that you found through one of your library’s information subscription services, state the name of the database (underlined), the name of the service, the name of the library, and the date of access.

Wheeler, Anne. "Negotiating Performance Metrics." Financial World 8 Mar. 2001: 28–30. ABI/INFORM Global. ProQuest. Front Range Community College Lib., Fort Collins, CO. 11 Mar. 2001.

Articles in Online Periodicals (Magazines, Journals, Newspapers)

Begin with the author's name; if no author is given, begin with the title of the article. Continue with the name of the periodical (underlined), volume and issue number (if given), date of publication, the number range or total number of pages or paragraphs (if available), date of access, and network address.

- Signed article in a magazine

Goodman, David. "Forced Labor." Mother Jones Interactive Jan./Feb. 2001. 2 Jan. 2001 <http://www.motherjones.com/mother_jones/JFOL/labor.html>.

- Unsigned article in a magazine

"School Violence." U.S. News Online 6 July 2000. 21 Nov. 2000 <<http://www.usnews.com/usnews/news/ctshoot.htm>>.

- Article in a journal

Cummings, Robert. "Liberty and History in Jonson's Invitation to Supper." Studies in English Literature 40.1 (2000). 29 Dec. 2000 <http://muse.jhu.edu/journals/studies_in_english_literature/vo40/40.1/cummings.html>.

- Article in a newspaper or on a newswire

Kitner, John. "Widespread Opposition to Mideast Plan on Both Sides." New York Times on the Web 31 Dec. 2000. 1 Jan. 2001 <<http://www.nytimes.com/2000/12/31/world/31MIDE.html>>.

- An editorial

"Success at Last." Editorial. Front Range Times: Electronic Edition 18 Jan. 2001. 12 Feb. 2001 <<http://www.frtimes.com/ed/2001/01/18/p04.html>>.

- A review

Ebert, Roger. Rev. of What Women Want, dir. Nancy Meyers. Chicago Sun-Times Online 15 Dec. 2000. 31 Dec. 2000 <<http://www.suntimes.com/output/ebert1/want15f.html>>.

Personal or Professional Web Sites

Begin with the name of the person who created the site, if appropriate. If no name is given, begin with the title of the site (underlined) or a description, such as "home page" (but do not underline or enclose a description in quotation marks). Continue with date of publication, the name of any organization associated with the site, date of access, and address.

Doe, John. Home page. 22 April 2001 <<http://www.chass.ucolorado.co:7070/~JD/>>.

Department of English Home Page. May 1999. Colorado State U. 9 Jan. 2001 <http://colostate.edu/depts/English/english_ie4.htm>.

Note that in the first example, the words "home page" are used as a description of a personal Web site and are therefore *not* underlined; in the second example, "Home Page" is part of the title and *is* underlined.

Online Books

The texts of some books are now available online. If the book is part of, or sponsored by, a scholarly project, include the name of the project (underlined) but give the URL of the book itself.

Baum, Frank L. Glinda of Oz. 1920. Project Gutenberg. June 1997
<<ftp://sailor.gutenberg.org/pub/gutenberg/etext97/14w0310.txt>>.

Publications on CD-ROM, Diskette, or Magnetic Tape

Nonperiodical electronic citations are similar to those for a print book, but also include the medium of publication (CD-ROM, diskette, magnetic tape). If you are citing a specific entry, article, essay, poem, or short story, enclose the title in quotation marks.

"Acupuncture." The Oxford English Dictionary. 2nd ed. CD-ROM. Oxford UP, 1992.

A number of periodicals (journals, magazines, newspapers) and periodically revised reference books are published in print and on CD-ROM as databases. These citations may contain the following: author's name (if given), title of the work, publication information for the printed source, title of the database (underlined), publication medium (CD-ROM), name of the vendor (the supplier of the information), and electronic publication date.

Jenkins, Robert N. "Czarist Artifacts Coming to the Heartland." Denver Post 28 May 1995: T1. Denver Post NewsBank. CD-ROM. NewsBank. Dec. 1995.

E-Mail Communications

Begin with the name of the writer of the message, followed by a title taken from the subject line (if given), type of communication and its recipient, and date of the message.

Clinton, Hillary. "Election News." E-mail to Jean Wyrick. 31 Oct. 2000.

APA Style

The American Psychological Association (APA) recommends a documentation style for research papers in the social sciences.* Your instructors in psychology and sociology classes, for example, may prefer that you use the APA form when you write essays for them.

The APA style is similar to the MLA style in that it calls for parenthetical documentation within the essay itself, although the information cited in the parentheses differs slightly from that presented according to the MLA format. For example, you will note that in the APA style the date of publication follows the author's last name and precedes the page number in the parentheses. Another important difference concerns capitalization of book and article titles: in the MLA style, all important words are capitalized, but in the APA style, only proper names, the first word of titles, and any words appearing after a colon are capitalized. Instead of a Works Cited page, the APA style uses a References page at the end of the essay to list those sources cited in the text. A Bibliography page lists all works that were consulted.

APA Citations in Your Essay

Here are some guidelines for using the APA parenthetical form within your paper:

1. If you use a print source by one author, place the author's name, the date of publication, and the page number in parentheses right after the quoted, paraphrased, or summarized material. Note that in APA style, you use commas between the items in the parentheses, and you do include the "p." abbreviation for page (these are omitted in MLA style). The entire reference goes before the end punctuation of your sentence.

Example One crucial step in developing a so-called "deviant" personality may, in fact, be the experience of being caught in some act and consequently being publicly labeled as a deviant (Becker, 1983, p. 31).

* If you wish a more detailed description of the APA style, you might order a copy of the *Publication Manual of the American Psychological Association*, 4th ed. (Washington, DC: Psychological Association, 1994). The most up-to-date documentation forms may be found on the APA Web site <<http://www.apa.org/journals/webref.html>>.

2. If you use a print source by one author and give credit to that author by name within your paper, you need give only the date and the page number. Note that the publication date follows directly after the name of the author.

Example According to Green (1994), gang members from upper-class families are rarely convicted for their crimes and almost never labeled as delinquent (p. 101).

3. If you are citing a work with more than two authors, but fewer than six, list all last names in the first reference; in subsequent references, use only the first author's last name and *et al.* (which means "and others"). For six or more authors, use only the last name of the first author followed by *et al.* for all citations, including the first.

Example *First reference:* After divorce, men's standard of living generally rises some 75% whereas women's falls to approximately 35% of what it once was (Bird, Gordon, & Smith, 1992, p. 203).

Subsequent references: Almost half of all the poor households in America today are headed by single women, most of whom are supporting a number of children (Bird et al., 1992, p. 285).

4. If you cite a work that has a corporate author, cite the group responsible for producing the work.

Example In contrast, the State Highway Research Commission (1989) argues, "The return to the sixty-five-mile-an-hour speed limit on some of our state's highways has resulted in an increase in traffic fatalities" (p. 3).

Compiling a Reference List: APA Style

If you are using the APA style, at the end of your essay you should include a page labeled References—a formal listing of the sources you cited in your essay. Arrange the entries alphabetically by the authors' last names; use initials for the authors' first and middle names. If there are two or more works by one author, list them chronologically, beginning with the earliest publication date. If an author published two or more works in the same year, the first reference is designated *a*, the second *b*, and so on (Feinstein 1989a; Feinstein 1989b).

Remember that in APA style, you underline books, journals, volume numbers, and their associated punctuation, but you do not put the names of articles in quotation marks. Although you do capitalize the major words in the titles of magazines, newspapers, and journals, you do not capitalize any words in the titles of books or articles except the first word in each title, the first word following a colon, and all proper names.

Because some word-processing programs do not allow a hanging indention in reference list citations (in which every line except the first line is indented),

APA is now willing to accept manuscripts showing citations with regular paragraph indentation (in which only the first line is indented). If your manuscript were to be published in an APA journal, however, the entries would be reset in hanging indentation style. Consult your instructors for the style they prefer for each particular assignment, and always maintain consistency in each reference list.

The following examples are presented in paragraph indentation format.

Sample Entries: APA Style

Books

- Book with one author

Gould, S. J. (1985). The flamingo's smile. New York: W. W. Norton and Co.

- Book with two or more authors

Forst, M. L. & Blomquist, M. (1991). Missing children: Rhetoric and reality. New York: Lexington Books.

- Books by one author published in the same year

Hall, S. L. (1980a). Attention deficit disorder. Denver: Bald Mountain Press.

Hall, S. L. (1980b). Taming your adolescent. Detroit: Morrison Books.

- Book with an editor

Banks, A. S. (Ed.). (1988). Political handbook of the world. Binghamton, NY: CSA Publications.

- Selection or chapter from collection with an editor

Newcomb, T. M. (1958). Attitude development as a function of reference groups: The Bennington study. In E. Maccoby, T. M. Newcomb, & E. L. Hartley (Eds.), Readings in social psychology (pp. 10–12). New York: Holt, Rinehart and Winston.

- A book with a corporate author

Population Reference Bureau. (1985). 1985 world population data. Washington, DC: U.S. Government Printing Office.

Articles (In Print)

Use p. or pp. with page numbers in newspapers but not in magazines or journals.

- An article in a magazine

Langer, E. T. (1989, May). The mindset of health. Psychology Today, 1138–1241.

- An article in a journal

Note that when a volume number appears, it is also underlined, as is all associated punctuation.

Nyden, P. W. (1985). Democratizing organizations: A case study of a union reform movement. American Journal of Sociology, 90, 1119–1203.

- An article in a newspaper

Noble, K. B. (1986, September 1). For ex-Hormel workers, no forgive and forget. New York Times, p. A5.

Interviews

- A published interview

Backus, R. (1985). [Interview with Lorena Smith.] In Frank Reagon (Ed.), Today's sociology studies (pp. 32–45). Washington, DC: Scientific Library.

- An unpublished interview

O'Connor, L. (2001, Feb. 15). [Personal interview].

Electronic Sources: APA Style

APA's recommendations for citing electronic sources have changed since the most recent edition of the Publication Manual was printed. The following brief guidelines are suggested in an American Psychological Association Web site (see the last sample entry in this section for a complete citation, including the URL).*

Articles from Electronic Databases

In place of the previously recommended "Available: File: Item" statement, APA now recommends a statement identifying the date of retrieval (omit for CD-ROM) and the source (e.g., Electric Library), followed in parentheses by the name of the database and any additional information that helps locate the material. For Web sources, a URL should cite the "entry page" for the database.

Levy, R. P. (1993, March). Limitations of micro-management theory in small businesses. Small Business Quarterly, 9 (21), pp. 23+. Retrieved

* APA reference entries for electronic sources as shown on the APA Web site do not end with a period.

April 13, 1999, from DIALOG online database (#84, IAC Business A.R.T.S., Item 03882176)

Internal Revenue Service. (1998, May). Deductions for Charities and Nonprofit Organizations. Retrieved from SIRS database (SIRS Government Reporter, CD-ROM, Spring 1998 release)

Miller, B. C. (1994, June 6). Post-polio syndrome in mountain communities. The Journal of Modern Medicine, 86, 1299-1302. Retrieved April 1995, from DIALOG database (#321, Modern Medicine) on the World Wide Web: <http://www.dialogweb.com>

Documents from Web Sites

- Article from a journal

Integrating aging into introductory psychology. (1999, August). APA Monitor, 29 (8). Retrieved January 3, 2001, from the World Wide Web: <http://www.apa.org/monitor/Aug98/aging.html>

- An independent document

Electronic reference formats recommended by the American Psychological Association. (2000, August 22). Washington, DC: American Psychological Association. Retrieved December 31, 2000, from the World Wide Web: <http://www.apa.org/journals/webref.html>

For the latest information on APA reference entries for electronic sources, consult the Web site listed above.

Footnote/Bibliography Form

Most research papers today use a parenthetical documentation style, as illustrated in the MLA and APA sections of this chapter. However, in the event you face a writing situation that calls for use of traditional footnotes and bibliography page, here is a brief description of that format. This section will also help you understand the citation system of older documents you may be reading, especially those using Latin abbreviations.

If you are writing a paper using this format, each idea you borrow and each quotation you include must be attributed to its author(s) in a footnote that appears at the bottom of the appropriate page.* Number your footnotes consecutively throughout the essay (do not start over with “1” on each new page), and place the number in the text to the right of and slightly above the

* Some documents use endnotes that appear in a list on a page immediately following the end of the essay, before the Bibliography page.

end of the passage, whether it is a direct quotation, a paraphrase, or a summary. Place the corresponding number, indented (five spaces) and slightly raised, before the footnote at the bottom of the page. Double-space each entry, and double-space after each footnote if more than one appears on the same page. Once you have provided a first full reference, subsequent footnotes for that source may include only the author's last name and page number. (See examples below.)

You may notice the use of Latin abbreviations in the notes of some documents, such as *ibid.* ("in the same place") and *op. cit.* ("in the work cited"). In such documents, *ibid.* follows a footnote as a substitute for the author's name, title, and publication information; there will be a new page number only if the reference differs from the one in the previous footnote. Writers use *op. cit.* with the author's name to substitute for the title in later references.

Sources are listed by author in alphabetical order (or by title if no author exists) on a Bibliography page at the end of the document.

First footnote reference	⁵ Garrison Keillor, <u>Leaving Home</u> (New York: Viking, 1987) 23.
Next footnote	⁶ Keillor 79.
Later reference	¹² Keillor 135.
Bibliographical entry	Keillor, Garrison. <u>Leaving Home</u> . New York: Viking Penguin, Inc., 1987.

USING SUPPLEMENTARY NOTES

Sometimes when writers of research papers wish to give their readers additional information about their topic or about a particular piece of source material, they include *supplementary notes*. If you are using the MLA or APA format, these notes should be indicated by using a raised number in your text (The study seemed incomplete at the time of its publication.²); the explanations appear on a page called "Notes" (MLA) or "Footnotes" (APA) that immediately follows the end of your essay. If you are using traditional footnote form, simply include the supplementary notes in your list of footnotes at the bottom of the page or in the list of endnotes following your essay's conclusion.

Supplementary notes can offer a wide variety of additional information.

Examples

¹For a different interpretation of this imagery, see Spiller 1021–1023.

²Simon and Brown have also contributed to this area of investigation. For a description of their results, see Report on the Star Wars Project, 98–102.

³It is important to note here that Brown's study followed Smith's by at least six months.

⁴Later in his report Carducci himself contradicts his earlier evaluation by saying, "Our experiment was contaminated from the beginning" (319).

Don't overdo supplementary notes; use them only when you think the additional information would be truly valuable to your readers. Obviously, information critical to your essay's points should go in the appropriate body paragraphs. (See page 418 for additional examples.)

SAMPLE STUDENT PAPER USING MLA STYLE

Here is the result of Amy Lawrence's research into the recent forensic and historical discoveries concerning the 1918 Romanov assassination. As you read her essay, ask yourself how effectively she uses research material to explain and support her view of the controversy surrounding the assassination and possible escape. Do you find her essay informative? Interesting? Convincing? Point out major strengths and weaknesses that you see. Does her method of structuring her essay—the step-by-step revelation of the new "clues"—add to the sense of mystery?

Remember that the paragraphs in Amy's essay have been numbered for easy reference during class discussion. Do *not* number the paragraphs in your own essay.

The diagram illustrates the formatting of a research paper. It includes a header section, a title section, and two main body paragraphs. Annotations indicate the following specifications:

- Header:** "Lawrence 1" is centered at the top right, with a 1/2" margin from the top and 1" margins from the left and right.
- Title:** "Amy Lawrence", "Professor Adams", "English 1012", and "13 March 2001" are left-aligned. The first line has a 1" margin from the top. The entire title block has a 1" margin from the left.
- Section Header:** "A Possibility of Survival:" is centered, with a 1/2" margin from the top and 1" margins from the left and right.
- Paragraph 1:** "The Mysterious Fate of Anastasia and Alexei" is centered. "The mystery has raged for over eighty years." is left-aligned. The paragraph continues with a double-space margin from the top and 1" margins from the left and right.
- Paragraph 2:** "Over the years, many people have come forth to claim their identities as either Anastasia or Alexei. Movies, plays, and even a ballet have repeatedly captured the public's fascination with this story that just won't die.¹ Until recently, many dismissed the story entirely as pure fiction. However, political changes in the Soviet Union during the last decade have produced a government that is more open to research into the haunting Romanov mystery. Today, historical information and improved forensic research have provided exciting evidence that points to a new conclusion based on facts, not rumors. It is indeed possible that Anastasia and Alexei survived the execution designed to end the Romanov dynasty forever." is left-aligned. The paragraph has a 1" margin from the top and 1" margins from the left and right.

Additional annotations include:

- Indent:** 1/2" or 5 spaces for the first line of each paragraph.
- Double-space:** Indicated between the title and the first paragraph.
- Introduction:** History of the controversy and the research questions (written in blue).
- Thesis:** (written in blue).

Lawrence 2

3 The first break in solving the mystery came in 1989 when the Russian government released important information about the Romanovs' mass grave. Although the rumors had always insisted that discovery of the secret grave would confirm that two Romanovs had escaped, the location of the grave had never been revealed. In 1976 a Soviet writer claimed that he had uncovered the common grave in woods near the murder site, but its location was kept secret by the Communist government (Kurth 100). The 1989 revelation of this grave site was important to Romanov scholars because it did support the often-retold escape stories: although eleven people were reported executed (seven Romanov family members and four attendants), only nine bodies were found in the grave (Massie 43). But was this really the Romanov grave?

Release of
evidence: The
grave site

4 The next important historical information came in 1992 from Edvard Radzinsky, a Russian playwright whose research on the Romanovs could now be published. Radzinsky had spent two decades studying the Central State Archives in Moscow, discovering the unread diaries of the murdered Czar Nicholas II and Czarina Alexandra and, even more important, the previously secret "Yurovsky note." Yakov Yurovsky was the leader of the execution squad and his statement contained not only his description of the horrible night but also testimony from other guards at the scene (Radzinsky 373). The "Yurovsky note" clearly emphasized the chaos of the execution and contributed to the possible explanation surrounding the persistent rumors of two survivals.

More historical
information
uncovered:
The "Yurovsky
note"

Lawrence 3

- 5 According to Yurovsky, in the early hours of July 17, 1918, the Romanov family--the Czar, the Czarina, four daughters, and son--were taken with their personal physician and three servants into the cellar in the house where they had been held prisoners by the revolutionaries.² During the executions, the room filled with smoke and noise, and the bullets seemed to be oddly ricocheting, "jumping around the room like hail" (quoted in Radzinsky 389). Although many bullets were fired at close range, Yurovsky mentions that the deaths of all five children were strangely hard to accomplish. Finally, as the guards hurriedly prepared to load the bodies onto a waiting truck, one of the guards heard a daughter cry out and then it was discovered that, amazingly, all the daughters were still alive (391). The daughters were then supposedly murdered by a drunken guard with a bayonet, who again experienced difficulty: "the point would not go through [the] corset" (qtd. in Radzinsky 391).
- 6 What the guards did NOT know until much later (at the grave site) was that at least three of the daughters, and possibly all the children, were wearing "corsets made of a solid mass of diamonds" (Radzinsky 373). The hidden Romanov jewels had acted like bullet-proof vests and were the reason the bullets and bayonet were deflected (373). Radzinsky argues that the chaos of the dark night, the drunken state of nervous, hurried guards, and the protective corsets cast serious doubt on the success of all the murder attempts (392).
- 7 The trip to the grave site was not smooth either. The truck broke down twice, and it was hard to move the bodies from the truck through the woods to the actual

Lawrence 4

grave site. Yurovsky wrote that to lighten the load two bodies were cremated, supposedly the Czarina and her son, but he also claims that by mistake the family maid was confused with Czarina Alexandra (Radzinsky 410). Although the cremation story would account for the two bodies missing in the common grave, no remains or sign of a cremation site have ever been found. Consequently, many Romanov researchers have another explanation. They argue that the two youngest Romanovs, wounded but still alive thanks to their protective corsets of jewels, were secretly removed from the truck during a break-down by guards who regretted their part in the killing of the Romanov children (Smith 5D). After all, why stop to burn only two bodies? Why just two and not all? Wouldn't such a cremation have taken valuable time and attracted attention? Why choose the boy and not Nicholas, the hated Czar? Could Yurovsky have been covering up the fact that by the time they reached the grave site two bodies were missing--the boy and a female (Radzinsky 416)?

- 8 Although the newly recovered historical evidence added important pieces, it did not solve the puzzle. However, forensic research, using techniques not available until 1993, began to shed light on the decades-old controversy. An international team of geneticists conducted DNA analysis on the nine recovered skeletons. Through mitochondrial-DNA sequencing, a process that analyzes DNA strains, and comparison to DNA samples donated by living relatives of the Romanovs, the team concluded in July 1993 that the skeletons were indeed the remains of five members of the Romanov family and

New forensic
research:
1. DNA
analysis

Lawrence 5

four members of their household staff (Dricks A1). Yurovsky's story about the cremation of the maid was therefore not true--two Romanovs were missing!

2. Computer modeling

9 Taking the next step, scientists used computer modeling to superimpose facial photographs onto the skulls to determine structural matches that would tell which family members the skeletons actually were. The computer technology and dental work positively identified the Czar and Czarina as two of the bodies. Then more news: all of the remaining Romanov skeletons were of young females (Elliot 61). Alexei, the heir to the throne, was one of the missing--just as the rumors have always claimed.

3. Skeletal measurements

10 To discover if the missing daughter was in fact Anastasia, the scientists compared the size and age of the girls to the skeletons. More controversy erupted. Although some Russian scientists argued that the missing skeleton was that of daughter Marie, Dr. William Maples, head of the American forensics team, strongly disagreed. According to Dr. Maples, all the skeletons were too tall and too developed to be Anastasia: "The bones we have show completed growth which indicated more mature individuals" (qtd. in Toufexis 65). Dr. Peter Gill, head of the British Forensic Science Service that also studied the bones, agreed (O'Sullivan 6). According to these respected scientists, Anastasia was definitely not in the grave.

More tests lead to official announcement

11 Six more years of sophisticated scientific experiments followed these initial studies; DNA tests were replicated and results confirmed (Little). Finally, in February 1998, a special federal commission chaired by First Deputy Prime Minister Boris Nemtsov officially announced its findings

Lawrence 6

to Russian President Boris Yeltsin and the world: the bones were, beyond a shadow of scientific doubt, those of the Romanovs--but that the bodies of Alexei and one sister (Anastasia?) remained unaccounted for (Varoli).³

- 12 Throughout the years, stories speculating on the Romanov assassination have always focused on the survival of the beautiful Anastasia and her sickly brother, Alexei, often describing a devoted guard smuggling them out through dark woods or secret passages. Doubters have always said that the stories were folktales not worth serious investigation. American and British forensic research, however, argues this much: the real fate of Anastasia and Alexei is still unknown. Therefore, their survival of the execution is still a possibility. Finally, after the decades of rumors, there is a scientific basis for continuing the search for the missing Romanovs. Someday, the mystery of their fate will be solved and the controversy will rest in peace.

Conclusion:
The search
should
continue

Lawrence 7

Notes

¹The most well-known story was told by Anna Anderson, a woman found in Berlin in 1920 who convinced many people throughout the world that she was indeed Anastasia. In 1956 her story was made into a popular movie starring Ingrid Bergman (Smith 5D). The most recent treatment is the 1997 animated Fox film Anastasia, in which the young girl is saved by a servant boy, loses her memory, but is ultimately restored to her true identity (Rhodes).

²The Russian revolutionaries wanted to be rid of Czar Nicholas II and the entire Romanov family, which had ruled Russia since 1613. The Bolsheviks had held the family captive, charging Nicholas II with responsibility for Russia's poverty and social problems during World War I ("Romanov").

³The bones were officially buried on July 17, 1998, in the Peter and Paul Cathedral in St. Petersburg, resting place of all the Romanov czars since Peter the Great. The date marked the eightieth anniversary of the Romanov execution (Caryl).

1"

1/2"

Lawrence 8

Double-space

Works Cited

Indent 1/2" or 5 spaces → Caryl, Christian. "Russia Buries the Czar but Not Its Squabbles." U.S. News Online 27 June 1998. 3 March 2001 <<http://www.usnews.com/usnews/issue/980727/27czar.htm>>.

Dricks, Victor. "Part of Royal Murder Mystery May Be Solved—in Scottsdale." Phoenix Gazette 1 Oct. 1993: A1.

Elliott, Dorinda. "The Legacy of the Last Czar." Newsweek 21 Sept. 1992: 60–61.

Kurth, Peter. "The Mystery of the Romanov Bones." Vanity Fair Jan. 1993: 96–103; 117–125.

Little, Alan. "Romanov Remains to Be Buried." BBC News 27 Jan. 1998. 15 Feb. 2001 <http://news.bbc.co.UK/newsid_51000/51142.stm>.

Massie, Robert K. The Romanovs: The Final Chapter. New York: Random, 1995.

O'Sullivan, Dermot. "The Romanov Riddle: DNA Tests Identify Bones of Czar and Family." Chemical and Engineering News 71 (1993): 6–7.

↔ 1" Radzinsky, Edvard. The Last Czar: The Life and Death of Nicholas II. Trans. Marian Schwartz. New York: Doubleday, 1992. ↔ 1"

Rhodes, Steve. Rev. of Anastasia, dir. Don Bluth. All-Reviews.Com 1997. 28 Feb. 2001. <<http://www.all-reviews.com/videos/anastasia.htm>>.

"Romanov." Encarta. 1993 ed. CD-ROM. Redmond: Microsoft, 1993.

Smith, Lucinda. "Was She Anastasia or a World-Class Imposter?" The Denver Post 18 July 1993: 5D.

1"

Lawrence 9

Toufexis, Anastasia. "It's the Czar All Right, But Where's Anastasia?" Time 14 Sept. 1992: 65.

Trimble, Jack. "Bones of Contention." US News and World Report 6 July 1992: 23.

Varoli, John. "Bury Tsar in St. Petersburg July 17." St. Petersburg Times 9-16 Feb. 1998. 26 Feb. 2001
<<http://www.spb.ru/times/336-337/nemtsov.html>>.



Vocabulary

Vocabulary

A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. An extensive vocabulary aids expressions and communication.

Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

23 Apologies, excuses, and thanks

A Apologies (= saying sorry)

We can apologise (= say sorry) in different ways in different situations:

(I'm) sorry. I beg your pardon (<i>fm</i>).	<i>Situation</i> A general apology, e.g. you close the door in someone's face, interrupt someone, etc.
I'm very/terribly/so/awfully sorry.	A stronger apology, e.g. you step on someone's foot or take their coat by mistake.
I'm very/really sorry I'm late.	When you are late for an appointment.
Sorry to keep you waiting. I won't be long. (= I will talk to you soon)	Someone is waiting to see you and you are busy, e.g. with someone else.

Note: In formal situations (especially in writing), we often use **apologise** and **apology**:
I must **apologise for** (being late). I would like to **apologise for** (the delay. Unfortunately, ...)
Please **accept our apologies** for the mistakes in your order. We tried to ...

B Excuses and promises

If the situation is quite important we usually add an explanation or **excuse** after the apology. An **excuse** is the **reason** for the apology, which may or may not be true. (If it is not true, it should still be a reason that people will believe.) Here are some common excuses:

I'm sorry I'm late but I was **delayed/held up** at the airport.

I'm sorry I'm late, but my train was **cancelled**. (= the train was timetabled but **did not run**)

Note: To **be/get delayed** or **be/get held up** (*in**fm*) both mean to be late because of a problem that is out of your control.

If you are responsible for a problem, you can offer or promise to do something about it.

I'm sorry **about** the mess in here. I'll **clear it up**. (= I'll tidy it up)

I'm sorry about the confusion, but I'll **sort it out**. (= I will solve the problems)

C Reassuring people

When people apologise to us, it is very common to say something to **reassure** them (= tell them that 'everything is OK'), and that we are not angry. These are all common expressions. Note that we often use two of them to emphasise the fact that 'it's OK'.

A: I'm sorry I'm late. B: **That's OK. Don't worry.** or **Never mind. It doesn't matter.** or **That's OK. No problem.**

D Thanks

These are the most common ways of thanking people in everyday situations:

A: Here's your pen. B: Oh, **thank you / thanks** (very **much**).

A: I'll answer that. B: Oh, **thanks a lot** (*in**fm*).

A: I'll post those letters for you. B: Oh, thank you. **That's very kind of you.**

If you go to someone's house for dinner, or stay with people in an English-speaking country, you will need to **thank** them for their **hospitality** (= when people are kind and friendly towards their guests). You could say something like this:

Thank you very much for inviting me. It's been a lovely evening.

Thank you very much for everything. You've been very kind.

Exercises

23.1 The opposite page includes a number of expressions, or groups of words that often appear together. How many can you remember? Complete these dialogues in a suitable way.

- 1 A: I'm sorry.
B: That's OK.
- 2 A: I'm sorry late. I'm afraid I got up.
B: That's OK. No
- 3 A: Sorry to you waiting.
B: That's OK. Never
- 4 A: I'll carry your bags for you.
B: Oh, thank you. That's very of you.
- 5 A: I must for missing the meeting.
B: That's OK. It doesn't
- 6 A: I'm busy right now but I won't be
B: mind. I'll come back later.
- 7 A: I your pardon.
B: It's OK. Don't
- 8 A: I think the boss has got a real problem.
B: Yes, but don't worry, he'll it out.

23.2 What could you say in these situations? (If it is an apology, give an explanation/excuse if you think it is necessary.)

- 1 You get on a bus at the same time as another person and he/she almost falls over.
.....
- 2 You arrange to meet some friends in the centre of town but you are twenty minutes late.
.....
- 3 You are pushing your car into a side road and a stranger offers to help you.
.....
- 4 A friend borrows a pen from you and then loses it. When they apologise, you want to reassure them.
.....
- 5 Some English friends invite you to dinner. How could you thank them as you leave their house at the end of the evening?
.....
- 6 A colleague at work tells you that a number of files are in a mess: papers are all in the wrong order and he doesn't know what to do. When he apologises to you for this mess, how can you reassure him, and what offer can you make?
.....
- 7 You are unable to go to a meeting you arranged with a client at their office, and now you must write to them to explain.
.....
- 8 Your company promised to send some information about new products to a customer last week. You still haven't sent the information and must now write to explain.
.....

23.3 Do you apologise, reassure, explain and thank people in similar ways in your own language? Read the left-hand page again and think about any differences between English and your language.

24 Requests, invitations and suggestions

A Requests and replies

We use different expressions to introduce a request – it depends who we are talking to, and the 'size' of the request ('big' or 'small'). These are some of the most common (the 'small' requests first), with suitable positive and negative replies.

- A: **Could you** pass me the salt? A: **Could I (possibly)** borrow your dictionary?
 B: Yes, **sure**. B: Yes, **of course**. *or* Yes, **help yourself** (= yes, take it) *or* **Go ahead**.
- A: Do you think you could possibly lend me two or three pounds?
 B: Yes **sure** *or* I'm afraid I can't.
 I'm afraid not.
 I wish I could but, / I'm sorry but, I haven't any money on me at all.
- A: I was wondering if I **could** (possibly) leave work half an hour early today. *or* **Would you** mind if I left work ...
 B: Yeah, **no problem**. *or* Well I'd rather you **didn't** (actually), because ...

B Invitations and replies



- A: **Would you like to** go out this evening?
 B: Yeah **great** / **lovely** / I'd love to *or* I'm sorry I can't.



- A: We're going to a restaurant and we were wondering if you'd like to come with us?
 B: I'd love to, but I'm afraid I can't.
 Oh, I'm afraid I have to look after my younger sister.



C Suggestions and replies

Here are some common ways of asking for and making **suggestions** (= ideas for things to do/say/make, etc.) and suitable replies.

Asking for suggestions

What shall we do tonight? **Where shall we go this evening?**

Making suggestions

How about (or **what about**) going to the cinema? (*Note: How/What about + -ing*)

We could go to the leisure centre and watch the basketball.

Why don't we try that new club in the main square?

Responding

Yeah, **great** / **fine** / **OK** / **that's a good idea**.

Yeah, **if you like**. (= if you want to go, then I am happy to go)

Yes, **I don't mind**. (= I have no preference)

I think I'd **rather** (= I would prefer to) go out for a meal.

Note: In this situation, learners often say 'it's the same for me'. We don't use this expression in English; we say **I don't mind**.

Exercises

24.1 Correct the mistakes in this dialogue.

- A: Do you like to go out this evening?
B: I'm afraid but I haven't got any money.
A: That's OK, I'll pay. How about go to see a film?
B: No, actually I think I'd rather to stay at home and do my homework.
A: Why you don't do your homework this afternoon?
B: I'm busy this afternoon.
A: OK. How about tomorrow evening, then?
B: Yeah good.
A: Great. What film shall we go to?
B: For me it's the same.

24.2 Complete these dialogues with a suitable word or phrase.

- 1 A: Could you open that window? It's very hot in here.
B: Yeah,
- 2 A: Clive and Sally are here at the moment and we were if you'd like to come over and join us for a meal this evening?
B: Yes, I'd
- 3 A: What we do this evening?
B: I don't know really. Any ideas?
A: Why go to the cinema? We haven't been for ages.
B: Yeah, that's a
- 4 A: OK. Where we go on Saturday?
B: going to the beach if the weather is good?
A: Yeah. Or we try that new sports centre just outside town.
B: Mmm. I think I'd go to the beach.
A: Yeah OK, if you
- 5 A: What you like to do this weekend?
B: I don't You decide.

24.3 Here are eight requests, invitations or suggestions. Respond to each one as fast as you can with a suitable reply. If possible, do this activity with someone else: one of you asks the questions, the other answers.

- 1 Could I borrow a pen for a minute?
- 2 Do you think you could post a letter for me?
- 3 I was wondering if you've got a suitcase you could lend me?
- 4 Would you like to go out this evening?
- 5 I've got some tickets for a concert of classical music and I was wondering if you'd like to go with me?
- 6 How about going to a football match at the weekend?
- 7 Why don't we meet this afternoon and practise our English for an hour?
- 8 We could invite some other people from our English class to meet us as well.

24.4 There will be many situations when you make requests, invitations and suggestions in your own language, and respond to the requests, invitations and suggestions of others. Try using English expressions in place of your first language. If your friends don't understand, you can teach them a bit of English.

25 Opinions, agreeing and disagreeing

A Asking someone for their opinion

What do you think of his new book?
 How do you **feel about** working with the others?
 What are your **feelings (pl)** about the change in the timetable?
 What's your **honest opinion** of that painting?

B Giving your opinion

I think Charles had the best idea.
 I **don't think** he knew very much about the subject.
Personally, I **think** his first book is terrible.
In my opinion we should sell the old car and buy a new one.
 As far as I'm **concerned** the whole evening was a waste of time.

Note:

- If you want to say something isn't a good idea you make 'think' negative:
 I **don't think** it's a good idea. [~~NOT I think it's not a good idea.~~]
- **Personally** and **As far as I'm concerned** are more common in spoken English.
- **As far as I'm concerned** can mean, 'this is my opinion and I don't care what others think'.

C Giving the opinion of others

According to one of the journalists on television (= in the opinion of this journalist), the Prime Minister knew nothing about it.
 The newspaper **says** that the Prime Minister knew weeks ago. (*Note:* we still use the verb **say** when referring to a written opinion)

D Agreeing with someone

We often agree by continuing with the same opinion or adding to it.
 A: I think we should concentrate on this one project.
 B: Yes, it's better to do one thing well than two things badly.
 But if we want to make it clear we agree, we can use these expressions:
 Yes, I **agree (with you)**. (*Note:* agree is a verb in English. [~~NOT I am agree~~])
 Yes, I **think you're right**.

E Disagreeing with someone

It is very common in English to begin with a short expression of agreement, and then give a different opinion. Here are some expressions used to introduce the disagreement:

Yes, perhaps/maybe/possibly	but don't you think ...
that's true	but I'm not sure that ...
you could be right	but don't forget ...

If you **disagree strongly** with someone you can say: I'm afraid I **totally disagree** (with you).

Note: When we want to disagree but not completely, we can use these phrases:

Yes, I **partly agree** (with you), but ...
 I agree to some extent / a certain extent, but ...

Exercises

25.1 Complete these sentences in at least three different ways to ask people their opinion.

- 1 the proposed changes?
- 2 the new building?
- 3 the transport system?
- 4 the new divorce law?
- 5 the government's decision to make parents responsible?

25.2 Fill the gaps with the correct word. (One word only.)

- 1 A: What did you think it?
B: Well, I didn't like it.
- 2 to the radio, we won't know the result until tomorrow morning.
- 3 I agreed with him to a certain
- 4 As far as I'm, we need to buy a new photocopier immediately.
- 5 I'm afraid I disagree with you.

25.3 Rewrite these sentences without using the underlined words and phrases. The meaning must stay the same.

- 1 In my opinion you can't learn a language in three months.
.....
- 2 I think the club needs to buy new players.
.....
- 3 Yes, I think you're right.
.....
- 4 According to the newspaper, terrorists started the fire.
.....
- 5 I agree with her to some extent.
.....

25.4 Continue these short conversations. You can either agree with the point of view and add to the argument; or introduce a different point of view. If you introduce a different point of view, remember to start with a short expression of agreement first.

- 1 A: A lot of women are quite happy to stay at home and be housewives.
B:
- 2 A: The state shouldn't give money to people who don't want to work.
B:
- 3 A: People from developing countries need all the help we can give them.
B:
- 4 A: We should think about legalising cannabis.
B:
- 5 A: It can be very dangerous if people become too nationalistic.
B:

26 Specific situations and special occasions

You will know many of these expressions but may not be sure exactly how they are used.

A Greetings: 'hello'

- Hi/Hello.** How are you? This is the normal greeting when you meet someone you know. (also: **How's it going?** *informal*) The usual reply is: **Fine thanks.** **And you?** Or possibly, **Not bad.** **How about you?**
- Good morning, good afternoon, good evening** These expressions are used at different times of the day (most people say **Good morning** until lunchtime). British people do not usually say **Good day**, but Australians do.
- How do you do?** For formal situations when you meet someone for the first time. The reply can be the same (How do you do?) or **Pleased/nice to meet you.**

B Farewells: 'goodbye'

- Nice to meet you.** (Nice to have met you.) For formal situations, when you say goodbye to someone you have just met for the first time.
- Bye. See you later.** If you plan to see someone you know later the same day.
- Bye. See you soon.** When you know you will see them again, but have no specific plans to meet them.
- Goodnight** When you say goodbye to someone late at night, or if you (or they) are going to bed.
- A: Have a nice weekend.** The statement and reply when you say goodbye to a colleague/
- B: Yes. Same to you.** friend at work, school or college on Friday afternoon.

C Happy occasions and celebrations

- Happy Birthday** To someone on his/her birthday. You can also say **Many Happy Returns**, and write either expression in a birthday card.
- Happy/Merry Christmas** To someone just before or on Christmas Day. You also write this in a card.
- Happy New Year** To someone at the beginning of the year.
- Congratulations** To someone who has just done something, e.g. passed an exam or got a job. In many situations we can also say **Well done.**

D Special conventions

- Excuse me** (a) To get someone's attention (b) When you want to get past, e.g. in a crowded place (c) To tell others you are going to leave the room.
- Sorry** (a) To say **sorry**, e.g. you stand on someone's foot. You could also say **I beg your pardon** in this situation. And (b) When you want someone to repeat what they said.
- Cheers** To express good wishes when you have a drink with other people. Informally it can also mean 'goodbye' (also **cheerio**) and 'thank you'.
- Good luck** To wish someone well before a difficult situation, e.g. a job interview, an exam, a driving test, etc.
- Bless you** To someone when they sneeze. They can reply by saying **Thank you.**

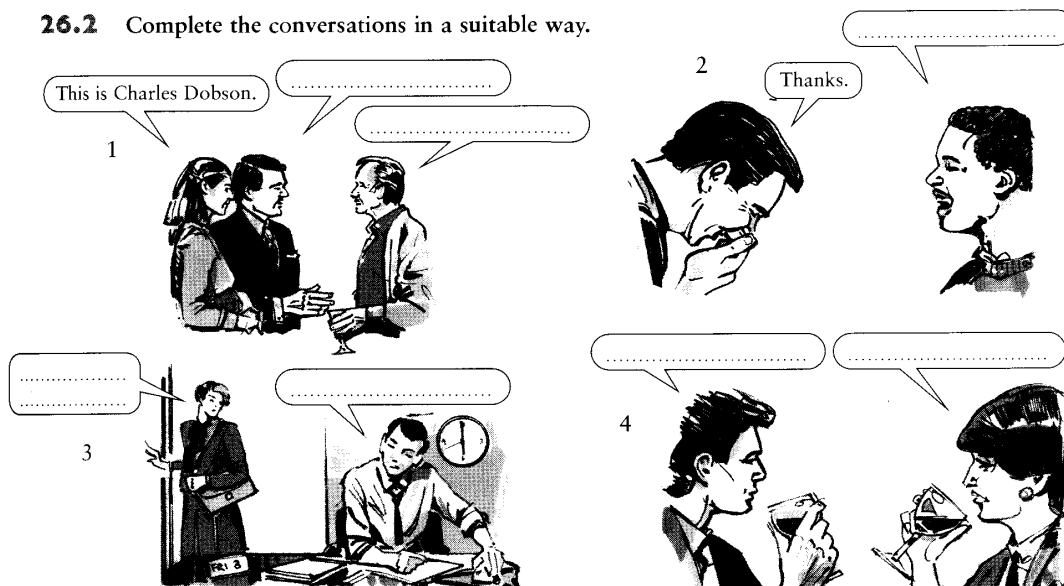
Note: In English there is no special expression when people start eating. If you want to say something, you can use the French expression **Bon appetit**, but it is not common.

Exercises

26.1 What message could you say on the phone or write in a card to these people?

- 1 A friend. Next week is 25 December.
- 2 A friend who is 21 tomorrow.
- 3 A friend on January 1st or soon after.
- 4 A very good friend who has just passed some important exams.
- 5 A friend who is going to take his driving test in three days' time.
- 6 A friend you know you are going to meet in the next few days/weeks.

26.2 Complete the conversations in a suitable way.



26.3 What could you say in these situations?

- 1 You are in a meeting. Someone enters the room and says you have an important telephone call. What do you say as you leave?
- 2 Someone says something to you but you didn't hear all of it. What do you say?
- 3 You met a new business client for the first time fifteen minutes ago, and now you are leaving. What do you say?
- 4 You are in a crowded bus. It is your stop and you want to get off. What do you say to other passengers as you move past them?
- 5 You are staying with some English friends. What do you say to them when you leave the room in the evening to go to bed?
- 6 You are in the street. A woman walks past you and at the same time something falls out of her bag. She has her back to you. What do you say?
- 7 A friend tells you they have just won a competition.
- 8 Another friend is going for a job interview this afternoon.

26.4 Here are some more special expressions. When do we use them and do you have equivalent expressions in your own language?

hard luck say 'cheese' watch out I've no idea

34 Addition and contrast

A In addition, moreover, etc. (X and Y)

When you add a second piece of information in a sentence to support the first piece of information, you often use **and**, e.g. The food is excellent **and** very good value. When you put this information in two sentences, these link words and phrases are common:

The food is usually very good. **Furthermore**, it is one of the cheapest restaurants in town.

The set menu is £10, which is excellent value. **In addition**, you get a free glass of wine.

The restaurant has a reputation for excellent food. It's **also** very good value.

The food is excellent in that restaurant. It's very good value **as well** (or **too**).

You get very good food in that place. **What's more**, it's excellent value.

Note: The first two examples are more formal and more common in written English. The last two examples are more common in spoken English.

B Although, in spite of, etc. (X but Y)

When you want to contrast two pieces of information in a single sentence and say that the second fact is surprising after the first, you can use these link words:

She still won the game **although** / **though** / **even though** she had a bad knee.

They still went for a walk **in spite of the fact that** it was pouring with rain.

The service is worse **despite the fact that** they have more staff.

Note:

In these examples you can also begin the sentence with the link word:

Although she had a bad knee, she still won the game.

It is very common to use **still** in these sentences to emphasise the surprise (as in examples).

In the last two example sentences you can use a noun or -ing form:

They went for a walk **in spite of** the rain. The service is worse **despite** having more staff.

After **although**, you can only have a noun/pronoun + verb (i.e. although she had a bad knee / her knee was bad).

C Whereas

This word is used to connect a fact or opinion about a person, place or thing, with something different about another person, place or thing (you can also use **whilst**). In other words, the second fact is a contrast with the first, but not always a surprise (as in B above).

John is very careful **whereas** Christopher makes lots of mistakes.

The south is hot and dry **whereas** the north gets quite a lot of rain.

D However

You can use **however** to contrast two ideas in two sentences, and say that the second sentence is surprising after the first (as in B); and you can use **however** or **on the other hand** to make a contrast between different people/places or things (as in C above):

I don't agree with a lot of his methods. **However**, he is a good teacher.

We didn't like the hotel at all. **However**, we still enjoyed ourselves.

Marcel thought it was a great film. Joe, **however** / **on the other hand**, thought it was stupid.

Most big cats, such as tigers and leopards, are very solitary creatures. Lions, **however** / **on the other hand**, spend much of their time in groups.

Exercises

34.1 Cross out the incorrect answers. Both answers may be correct.

- 1 Although / in spite of we left late, we still got there in time.
- 2 It was a fantastic evening although / in spite of the terrible food.
- 3 We have decided to go in spite of / despite the cost of the tickets.
- 4 They enjoyed the course even though / whereas it was very difficult.
- 5 I love the sea furthermore/whereas most of my friends prefer the mountains.
- 6 We found a lovely villa near the lake that we can rent. In addition / Moreover it has its own swimming pool, and we have free use of a car provided by the owners.
- 7 We both told John the car was too expensive. However / On the other hand, he still decided to buy it.
- 8 Most people we met tried to help us. They were very friendly too / as well.
- 9 During the week the town centre is very busy. At the weekend on the other hand / whereas, it is very quiet and almost empty.
- 10 My uncle is the owner of the factory opposite. He also/however runs the restaurant next door and the car hire company down the road.

34.2 Combine parts from each column to form five short texts.

A	B	C
He went to school today	even though	the pay isn't very good.
He always did his best at school	in spite of	he's the most experienced.
He's got the right qualifications.	However	the help I gave him.
He didn't pass the exam	whereas	he didn't feel very well.
He decided to take the job.	What's more	most of his schoolfriends were very lazy.

34.3 Fill the gaps with a suitable link word or phrase.

- 1 taking a map, they still got lost.
- 2 It took me two hours to do it the others finished in less than an hour.
- 3 The hotel has a very good reputation., it is one of the cheapest in the area.
- 4 She managed to get there she had a broken ankle.
- 5 It's not the best dictionary you can buy;, it's better than nothing.
- 6 She's younger than the others in the group, and she's better than most of them

34.4 Complete these sentences in a logical way.

- 1 I was able to follow what she was saying even though
- 2 I was able to follow what she was saying whereas
- 3 We enjoyed the holiday in spite of
- 4 If you buy a season ticket, you can go as often as you like. Furthermore,
- 5 The exam was very difficult. However,
- 6 Although it was a very long film,

34.5 Answer the questions and test yourself on these different link words and phrases.

- 1 Write down all the link words and phrases from the opposite page that you can remember.
- 2 Organise them into groups according to their meaning.
- 3 Write your own examples for each one and keep them on one page in your notebook. In future, you can add more examples as you meet them.

35 Similarities, differences and conditions

A Similarities

These are ways of saying that two or more things are similar, or have something the same.
 Peter is **similar to** (= **like**) his brother in many ways. Peter and his brother are very **similar**.
 Peter and his brother are quite **alike**.
 Maria and Rebecca **both** passed their exams. (= Maria passed and Rebecca passed)
 But **neither** wants to go to university. (= Maria doesn't want to go and Rebecca doesn't want to go either)
 The two boys **have a lot in common**. (= they have many things e.g. hobbies, interests, beliefs, that are the same or very similar) See also section B.

B Differences

These are ways of saying that two or more things are different.
 His early films are **different from** his later ones.
 Paula is **quite unlike** (= very different from) her sister.
 They **have nothing in common**. (= they have no interests or beliefs that are the same)

C Using 'compare'

We want to **compare** the prices of all the televisions before we decide which one to buy.
 They made a **comparison** of average salaries in different parts of the country.
 Our new flat is very big **compared with/to** our old one. (= if you compare it with the other)
 If you **compare** this one **with** the others, I'm sure you'll see a difference.

D Exceptions

When we make a general statement about things or people and then say that one thing or person is not included or is different from the others, we use these words and phrases:
 It snowed everywhere **except** on the west coast.
 The two girls are very similar **except** that Louise has slightly longer hair.
 The museum is open every day **except (for) / apart from** Sunday(s).
 Everyone heard the fire alarm **except (for) / apart from** the two boys in room 7.
Note: **Except** can be followed by different words (nouns, prepositions, etc.), but **except for** and **apart from** are followed by nouns or noun phrases.

E Conditions

Here are some words/phrases which introduce or connect conditions. Like 'if', they are used with certain tenses, and the rules are quite difficult. For the moment, notice the tenses underlined in the examples, and use them in this way until you meet other examples.
 We will be late **unless** we hurry. (= we'll be late if we don't hurry)
Unless the weather improves (= if the weather doesn't improve), we won't be able to go.
 I must go now **otherwise** (= because if I don't) I'll miss the last bus.
 You can borrow it **as long as** (= **on condition that**) you bring it back by Thursday.
Note: The meaning is very similar to **if** here, but the use of **as long as** shows that the condition is very important to the speaker.
 Take your umbrella with you **in case** it rains. (= because of the possibility it may rain later)
 I brought food **in case** we get hungry. (= because of the possibility we may be hungry later)

Exercises

35.1 Read the information, then complete the sentences using the words/phrases from A and B.

MICHEL ...	PHILIPPE ...	PAUL ...
is 21 and lives with his parents.	is 22 and lives alone. He is	is 18 and lives with his
He has worked in a shop. He is	at university. He is clever	parents. He is a trainee
shy, hard-working and very good	but lazy, and spends most of	in a bank, but one day
at sport. He would like to	his time at parties. He has no	would like to be the
become the manager of a sports	plans for the future.	manager. He is a very
shop.		good footballer.

- 1 Michel and Paul are very
- 2 Philippe is quite the other two.
- 3 Paul and Michel have
- 4 Paul and Philippe have almost nothing
- 5 Paul and Michel both
- 6 Neither of them

35.2 Rewrite these sentences. You must start with the words you are given and use the words in brackets. The meaning must stay the same. Look at the example first.

Example: He's like the others.

He's very similar to the others (similar)

- 1 Martin is quite unlike his brother.
Martin is very (different)
- 2 When you see the houses, you realise that the flats are very good value.
The flats are very good value (compare)
- 3 In her class, Carla was the only one who didn't pass the exam.
Everyone (except)
- 4 The two boys have completely different interests.
The two boys have (common)
- 5 You don't have to wear a tie except for Saturday(s).
You don't have to wear a tie (apart)

35.3 Fill the gaps with the correct link word or phrase from E opposite.

- 1 You must write these words down you may forget them.
- 2 I've made extra food for the party more people come than we expect.
- 3 I can meet you for dinner on Friday evening I have to work late at the office.
- 4 We agreed to buy my daughter a dog she takes it for a walk every day.

35.4 Complete these sentences in a suitable way.

- 1 I want to finish this report today otherwise I'll
- 2 You can't get in that disco unless you
- 3 You can borrow the money as long as you
- 4 I've cleaned the spare room and made the bed in case
- 5 I'm not going to work on Saturday unless
- 6 I'm going to take my cheque book with me in case

35.5 How many different sentences can you write beginning with these words?

Compared with Britain, my country

36 Reason, purpose and result

A Reason

I went home early **because/as/since** I was feeling a bit tired.

Note: With **as** or **since**, the reason (in this example 'feeling tired') is often known to the listener or reader, so it is less important. It is also common to put **as/since** at the beginning of the sentence: '**As/since** I was feeling tired, I went home early'. In spoken English, many native speakers would use **so** after the reason: I was feeling a bit tired, so I went home early.

We can also use **because of**, but with a different construction. Compare:

We always go there **because** the weather is absolutely wonderful. (because + noun + verb)

We always go there **because of** the wonderful weather. (because of + (adjective) + noun)

Due to and **owing to** have the same meaning as **because of**, but they are more formal, and are often used in sentences which explain the reason for a problem:

The plane was late **due to** bad weather. (**due to** is often used after the verb 'to be')

Due to / Owing to the power cut last night, I missed the late film on TV.

B 'Cause' and 'result' verbs

There are some verbs which we can use in similar ways to the words above:

Police think the bus **caused** the accident. (= **was responsible for** the accident)

The extra investment should **lead to** more jobs. (= **result in** more jobs)

'Cause' and 'result' verbs sometimes appear together in this way:

Police think that a cigarette **caused** the fire which **resulted in** the destruction of the building.

C Purpose

A 'purpose' is an intention, an aim or a reason for doing something:

The **purpose of** buying this book **was** to improve my English.

But we often introduce a purpose using **so (that)**:

I bought this book **so (that)** I can improve my English.

They went home early **so (that)** they could watch the match on television.

We moved house **so (that)** we could send our children to this school.

Note: In spoken English, people often just say **so** (without **that**). It is also very common (as in the examples) to use a modal verb, e.g. **can** or **could**, after **so that**.

D Result

These words introduce a result:

I left the ticket at home, **so** I'm afraid I had to buy another one.

I forgot to send the letters. **Consequently**, some people didn't know about the meeting.

She was extremely hard-working and **therefore** deserved the promotion.

Both the manager and his assistant were ill. **As a result**, there was no-one to take decisions.

Note: **So** is the most common, and usually links ideas in a single sentence. **As a result** and **consequently** are more formal, and usually connect ideas in two separate sentences (as in the examples). **Therefore** (also more formal), can be used in a single sentence (as in the example), but may also connect two sentences.

Exercises

36.1 Combine the two sentences into one sentence using *so*, *so that*, *because*, *as*, or *since*. More than one answer is possible in some sentences.

- 1 I didn't phone you. It was very late.
- 2 I turned up the radio in the lounge. I could hear it in the kitchen.
- 3 The restaurant was full. We went to the bar next door.
- 4 I stayed at home. I was expecting a phone call.
- 5 It's a very large city. You have to use public transport a lot.
- 6 I learned to drive. My mother didn't have to take me to the riding school every week.

36.2 Transform these sentences using *because of*. Make any changes that are necessary.

Example: He couldn't play because he had an injured shoulder.

He couldn't play because of his injured shoulder.

- 1 She got the job because her qualifications are excellent.
- 2 The weather was terrible, so we couldn't eat outside.
- 3 She had to stay at home because she has a broken ankle.
- 4 The light was very bad, so the referee had to stop the game.
- 5 The flowers died because it was so dry.
- 6 The traffic was very heavy. I was half an hour late.

36.3 Read this memo from a manager to the staff. Fill the gaps with suitable words or phrases.

To: All staff
From: The Manager
Date: 9.8.96
Subject: Temporary roadworks

From next Monday (and continuing throughout the week), there will be roadworks on all major approach roads to the factory. ⁽¹⁾_____ this will ⁽²⁾_____ considerable delays, could I please ask staff to leave home a few minutes early in the morning ⁽³⁾_____ everyone arrives on time.

I have been told that these roadworks could also ⁽⁴⁾_____ severe traffic congestion. ⁽⁵⁾_____ it may be advisable to leave your cars at home and use public transport instead.

Thank you for your cooperation in this matter.

DP

36.4 These sentences are all about learning English. Complete them in a logical way.

- 1 I want to improve my English because
- 2 I bought myself a walkman so that I
- 3 I study English at the weekend as
- 4 I always write words down in my notebook so that
- 5 I don't get many opportunities to practise my English. Consequently,
- 6 My brother has got a number of American friends. As a result,
- 7 If he could speak almost perfect English it could lead to
- 8 Some people find English difficult because of

43 Describing people's appearance

A General

Positive: **beautiful** is generally used to describe women; **handsome** is used to describe men; **good-looking** is used for both; **pretty** is another positive word to describe a woman (often a girl) meaning 'attractive and nice to look at'.

Negative: **ugly** is the most negative word to describe someone; **plain** is more polite.

B Height and build



tall and slim



medium height and build



short and fat



medium height and very muscular

Note: Another word for **slim** is **thin**, but **slim** has a more positive meaning, e.g. John is lovely and slim, but his brother is terribly thin. **Skinny** also has the same meaning but is very negative. It is not very polite to say someone is **fat**; **overweight** is more neutral and polite.

C Hair



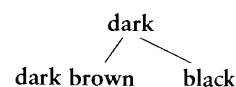
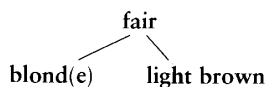
straight



wavy

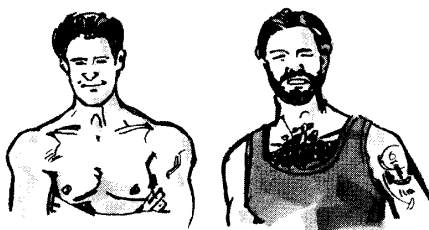


curly



D Special features

The man on the left has got very **pale skin** (= white skin). He also has **broad shoulders**, with a small scar at the top of his left arm. The other man has **dark skin**. He also has a **beard** and **moustache** and quite a **hairy chest** and a **tattoo**.



E Asking questions about a person's appearance

Q: What does she **look like**?
Q: **How tall** is she?
Q: **How much** does she **weigh**?

A: She's quite tall, with short fair hair.
A: About 1 metre 65.
A: I don't know and it may be rude to ask. Probably about 45 kilos.

Exercises

43.1 Complete these sentences in a suitable way. (More than one answer may be possible.)

- 1 She's got blonde
- 2 He's got very pale
- 3 They've both got curly
- 4 I would say he was medium
- 5 Her brother has got very broad
- 6 She doesn't like men with hairy
- 7 Last time I saw him he had grown a
- 8 He's got very muscular
- 9 Both men were very good-.....
- 10 All of them have got dark

43.2 Replace the underlined word in each sentence with a word which is either more suitable or more polite.

- 1 He told me he met a handsome girl in the disco last night.
- 2 She's beautiful but her younger sister is really quite ugly.
- 3 I think Peter is getting a bit fat, don't you?
- 4 Most people want to stay slim, but not as skinny as that girl over there.
- 5 I think she's hoping she'll meet a few beautiful men at the tennis club.

43.3 You want to know about the following:

- someone's general appearance
- their height
- their weight

What questions do you need to ask? Complete these questions.

What?
How?
How much?

Now answer these questions.

- 1 How tall are you?
- 2 How would you describe your build?
- 3 How much do you weigh?
- 4 What kind of hair have you got?
- 5 What colour is it?
- 6 Would you like it to be different? If so, what would you like?
- 7 Do you think you have any special features?
- 8 Are there any special features you would like to have?
- 9 Do you like beards?
- 10 Can you think of a famous woman you would describe as beautiful, and a famous man you would describe as good-looking?

If possible, ask another person these questions.

44 Describing character

A Opposites

Many positive words describing character have clear opposites with a negative meaning.

Positive

warm and friendly
kind
nice, pleasant
generous (= happy to give/share)
optimistic (= thinks positively)
cheerful (= happy and smiling)
relaxed and easy-going
strong
sensitive
honest (= always tells the truth)

Negative

cold and unfriendly
unkind
horrible, unpleasant
mean (= never gives to others)
pessimistic (= thinks negatively)
miserable (= always seems unhappy)
tense (= nervous; worries a lot; not calm)
weak
insensitive (= does not think about others' feelings)
dishonest

Jane is very **tense** at the moment because of her exams, but she's usually quite **relaxed** and **easy-going** about most things.

I think the weather influences me a lot: when it's sunny I feel more **cheerful** and **optimistic**; but when it's cold and raining I get very **miserable**.

He seemed a bit **unfriendly** at first, but now I've got to know him I realise he's very **warm** and **kind**.

The shop assistant told me that the dress I tried on looked better on people younger than me. I thought that was very **insensitive** of her, but at least she was being **honest**, I suppose.

B Character in action

People often talk about qualities of character that you may need in a work situation. Again, some of these words come in pairs of opposites: one positive and one negative.

Positive

hard-working
punctual (=always on time)
reliable
clever, bright (*informal*)
flexible
ambitious

Negative

lazy (= never does any work)
not very punctual; always late
unreliable (= you cannot trust / depend on someone like this)
stupid, thick (*informal*)
inflexible (= a very fixed way of thinking; unable to change)
unambitious (= no desire to be successful and get a better job)

Some pairs of opposites do not have a particularly positive or negative meaning:

He is very **shy** when you first meet him because he finds it difficult to talk to people and make conversation; but when he knows people quite well he's much more **self-confident**.

People often say the British are very **reserved** (= do not show their feelings), but when you get to know them they can be very **emotional** like anyone else.

C Using nouns

Some important qualities are expressed through nouns.

One of her great qualities is that she **uses** her **initiative**. (= she can think for herself and take the necessary action; she does not need to wait for orders all the time)

That boy has got no **common sense** (= he does stupid things and doesn't think what he is doing). His sister, on the other hand, is very **sensible**. (= has lots of **common sense**)

Exercises

- 44.1** Organise these words into pairs of opposites and put them in the columns below.

mean	clever	nice	lazy	relaxed	hard-working
tense	cheerful	generous	unpleasant	stupid	miserable

Positive

Negative

.....
.....
.....
.....
.....

- 44.2** What prefix forms the opposite of each of these words? (You need three different prefixes.)

kind	flexible	friendly	honest
reliable	sensitive	ambitious	pleasant

- 44.3** How would you describe the person in each of these descriptions?

- 1 He never bought me a drink all the time we were together.
- 2 I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.
- 3 He often promises to do things but half the time he forgets.
- 4 She's always here on time.
- 5 I don't think he's done any work since he's been here.
- 6 She finds it difficult to meet people and talk to strangers.
- 7 He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
- 8 One of the great things about her is that she is so aware of what other people think or feel.
- 9 Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn't consider their feelings.
- 10 The other thing about Bob is that he really wants to get the supervisor's job and then become boss for the whole department.

- 44.4** What nouns can be formed from these adjectives? Use a dictionary to help you.

Example: kind *kindness*

punctual	optimistic	reliable	lazy
confident	generous	ambitious	stupid
sensitive	strong	flexible	shy

- 44.5** Choose three words from the opposite page which describe you. Is there one quality you do not have but would like to have? What, in your opinion, is the worst quality described on the opposite page? If possible, compare your answers with a friend.

63 Work: duties, conditions and pay

A What do you do?

People may ask you about your job. They can ask and you can answer in different ways:

What do you do? I'm (+ job) e.g. a banker / an engineer / a teacher / a builder

What's your job? I work in (+ place or general area) e.g. a bank / marketing

What do you do for a living? I work for (+ name of company) e.g. Union Bank, ICI, Fiat

Note: 'Work' is usually an uncountable noun, so you cannot say 'a work'. If you want to use the indefinite article you must say 'a job', e.g. She hasn't got a job at the moment.

B What does that involve? (= What do you do in your job?)

When people ask you to explain your work/job, they may want to know your main **responsibilities** (= your duties / what you have to do), or something about your daily **routine** (= what you do every day/week). They can ask like this: What does that (i.e. your job) involve?

Main responsibilities

I'm **in charge of** (= **responsible for**) all deliveries out of the factory.

I have to **deal with** any complaints (= take all necessary action if there are complaints).

I **run** the coffee bar and restaurant in the museum (= I am in control of it / I manage it).

Note: We often use **responsible for** / **in charge of** for part of something, e.g. a department or some of the workers; and **run** for control of all of something, e.g. a company or a shop.

Daily duties/routines

I have to **go to / attend** (*fml*) a lot of meetings.

I visit/see/meet **clients** (= people I do business with or for).

I **advise** clients (= give them help and my opinion).

It involves **doing** quite a lot of **paperwork** (a general word we use for routine work that involves paper e.g. writing letters, filling in forms, etc.). Note the **-ing** form after involve.

C Pay

Most workers are **paid** (= receive money) every month and this **pay** goes directly into their bank account. It is called a **salary**. We can express the same idea using the verb **to earn**:

My salary is \$60,000 a year. (= I **earn** \$60,000 a year.)

With many jobs you **get** (= receive) **holiday pay** and **sick pay** (when you are ill). If you want to ask about holidays, you can say:

How **much holiday** do you get? *or* How **many weeks' holiday** do you get?

The total amount of money you receive in a year is called your **income**. This could be your salary from one job, or the salary from two different jobs you have. And on this income you have to **pay** part to the government – called **income tax**.

D Working hours

For many people in Britain, these are 8.30–9.00 a.m. to 5.00–5.30 p.m. Consequently people often talk about a **nine-to-five job** (= regular working hours). Some people have **flexi-time** (= they can start an hour or so earlier or finish later); and some have to **do shiftwork** (= working at different times, e.g. days one week and nights the next week). Some people also **work overtime** (= work extra hours). Some people are paid to **do/work** overtime, others are not paid.

Exercises

63.1 Match the verbs on the left with the nouns or phrases on the right. Use each word once only.

- | | |
|-------------|------------|
| 1 earn | overtime |
| 2 work | meetings |
| 3 pay | a shop |
| 4 go to | clients |
| 5 deal with | £500 |
| 6 run | income tax |

63.2 Starting with the words you are given, rewrite each of these sentences using vocabulary from the opposite page. The basic meaning must stay the same.

Example: I'm a banker.

I work *in banking*.....

- 1 What do you do?
What's
- 2 I earn \$50,000 dollars.
My
- 3 I get £20,000 from my teaching job and another £10,000 from writing.
My total
- 4 I am a chemist.
I work for
- 5 In my job I have to look after and maintain all the computers in the building.
My job involves
- 6 I'm responsible for one of the smaller departments.
I'm in

63.3 This is part of a conversation with a teacher about her job. Can you supply the missing questions?

- A:?
- B: I usually start at nine and finish at four.
- A:?
- B: Yes a bit. On certain courses I work until five o'clock, and then I get paid extra.
- A:?
- B: Twelve weeks. That's one of the good things about being a teacher.
- A:?
- B: No we don't, I'm afraid. That's one of the disadvantages of being a teacher. But I suppose money isn't everything.

63.4 Can you answer these general knowledge questions about work?

- 1 What are normal working hours for most office jobs in your country?
- 2 Can you name three jobs that get very high salaries in your country?
- 3 When you start paying income tax in your country, what is the minimum amount you have to pay?
- 4 What jobs often involve shiftwork? (Give at least two examples.)
- 5 Is flexi-time common in your company or your country?

63.5 Think about your own job. How many of the things on the opposite page do you do? How is your work different? Can you explain your responsibilities and daily duties in English?

65 The career ladder

A Getting a job

When Paul left school he **applied for** (= wrote an official request for) a job in the accounts department of a local engineering company. They gave him a job as a **trainee** (= a very junior person in a company). He didn't earn very much but they gave him a lot of **training** (= organised help and advice with learning the job), and sent him on **training courses**.

Note: Training is an uncountable noun, so you cannot say 'a training'. You can only talk about **training** (in general), or a **training course** (if you want to refer to just one). Here you can use the verbs **do** or **go on**: I **did** / **went on** several training courses last year.

B Moving up

Paul worked hard at the company and his **prospects** (= future possibilities in the job) looked good. After his first year he got a good **pay rise** (= more money), and after two years he was **promoted** (= given a higher position with more money and responsibility). After six years he was **in charge of** (= **responsible for** / the boss of) the accounts department with five other **employees** (= workers in the company) **under him** (= under his responsibility/authority).

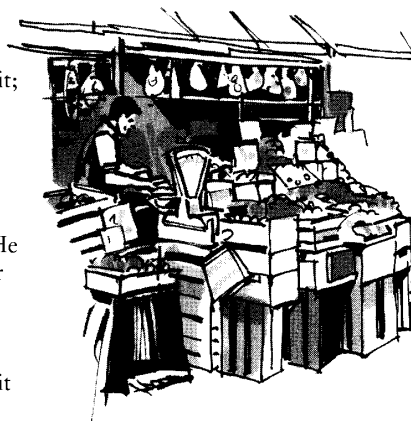
C Leaving the company

By the time Paul was 30, however, he decided he wanted a **fresh challenge** (= a new exciting situation). He was keen to work abroad, so he **resigned** from his company (= officially told the company he was leaving his job; you can also say 'he **quit** the company') and started looking for a new job with a bigger company. After a couple of months he managed to find a job with an international company which **involved** (= included) a lot of foreign travel. He was very excited about the new job and at first he really enjoyed the travelling, but ...

D Hard times

After about six months, Paul started to dislike the constant moving around, and after a year he hated it; he hated living in hotels, and he never really made any friends in the new company. Unfortunately his work was not satisfactory either and finally he was **sacked** (= told to leave the company / **dismissed** / **given the sack**) a year later.

After that, Paul found things much more difficult. He was **unemployed** (= **out of work** / without a job) for over a year. He had to sell his car and move out of his new house. Things were looking bad and in the end Paul had to accept a **part-time** job (= working only some of the day or some of the week) on a fruit and vegetable stall in a market.



E Happier times

To his surprise, Paul loved the market. He made lots of friends and enjoyed working out in the open air. After two years, he **took over** (= took control of) the stall. Two years later he opened a second stall, and after ten years he had fifteen stalls. Last year Paul **retired** (= stopped working completely) at the age of 55, a very rich man.

Exercises

65.1 Write a single word synonym for each of these words/phrases.

- 1 given the sack =
- 2 out of work =
- 3 left the company =
- 4 was given a better position in the company =
- 5 future possibilities in a job =
- 6 stopped working for ever =
- 7 workers in a company =

65.2 Find the logical answer on the right for each of the questions on the left.

- | | |
|---------------------------------|---|
| 1 Why did they sack him? | a Because he was nearly 65. |
| 2 Why did they promote him? | b Because he was late for work every day. |
| 3 Why did he apply for the job? | c Because he needed more training. |
| 4 Why did he retire? | d Because he was out of work. |
| 5 Why did he resign? | e Because he was the best person in the department. |
| 6 Why did he go on the course? | f Because he didn't like his boss. |

65.3 Complete these sentences with a suitable word or phrase.

- 1 I don't want a full-time job. I'd prefer to work
- 2 She'd like to go on another training
- 3 I'm bored in my job. I need a fresh
- 4 He works on a stall in the
- 5 At the end of this year we should get a good pay
- 6 She's got more than a hundred workers under
- 7 I didn't know he was the new manager. When did he take
- 8 It's a boring job and the pay is awful. Why did he

65.4 Complete this word-building table. Use a dictionary to help you.

<i>Verb</i>	<i>General noun</i>	<i>Personal noun(s)</i>
promote	—
employ
resign	—
retire	—
train

65.5 Have you got a job in a company? If so, answer these questions as quickly as you can.

- 1 What does your job involve?
- 2 Are you responsible for anything or anyone?
- 3 Have you had much training from the company?
- 4 Have the company sent you on any training courses?
- 5 Have you been promoted since you started in the company?
- 6 Do you normally get a good pay rise at the end of each year?
- 7 How do you feel about your future prospects in the company?
- 8 Are you happy in the job or do you feel it is time for a fresh challenge in another company?

If possible, ask another person the same questions.

67 Business and finance

A Banks and businesses

Most businesses need to borrow money to **finance** (= pay for) **investments** (= things they need to buy in order to help the company, e.g. machines). The money they borrow from the bank is called a **loan**, and on this loan they have to **pay interest**, e.g. if you borrow £1,000 and the **interest rate** is 10%, then you have to **pay back** £1,000, plus £100 in interest.

B Businesses and profit

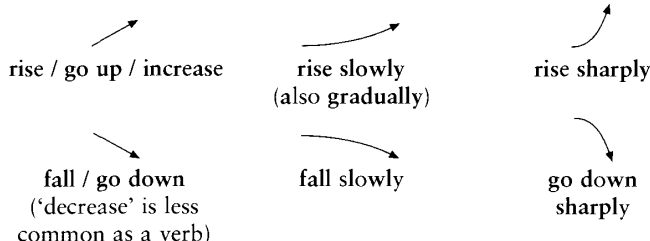
One of the main **aims/objectives** (= the things that you hope to do/achieve) of a company is to **make a profit** (= earn/receive more money than it spends) (\neq **make a loss**). If a company does not make a profit or a loss, it **breaks even**.

Most companies are happy if they can **break even** in their first year of business.

Companies receive money from selling their products – this money is called the **turnover**. The money that they spend is called the **expenditure** (*fml*). They **spend** money on these things: **raw materials** (= materials in their natural state used to make something else, e.g. coal and oil are important **raw materials** used to make plastics); **labour** (= employees); **overheads** (= necessary costs for a company, e.g. rent for buildings, electricity, telephone)

C Rise and fall

Business people often need to talk about the **movement** of sales, prices, interest rates, profit and loss, etc. Here are some of the words used to describe these **trends** (= movements):



Note: **rise**, **increase**, and **fall** are also used as nouns: a **slow rise** in interest rates, a **steady increase** in sales, a **sharp fall** in profits, a **dramatic** (= sharp) **rise** in inflation. We can also use **be up/down**: prices are **up** by 10%; profits are **down** by £2m.

D Businesses and the economy

In order to **grow/expand** (= get bigger) and **thrive/prosper** (= do well / be successful), many companies want or need the following:

low inflation, so prices do not go up

low interest rates, so the company can borrow money without paying a lot of interest

economic and political stability (= things remain steady and stable and there are no sudden changes in the economic and political situation)

a **healthy/strong** economy (= in good condition), and not an economy **in recession** (= in a period of reduced and slow business activity)

tax cuts (= tax reductions / lower taxes), so they can keep more of their profit. This often depends on government expenditure, e.g. The government will not be able to **reduce** taxes if **public expenditure** continues to rise.

Exercises

67.1 What single word or phrase is being defined in each of these sentences?

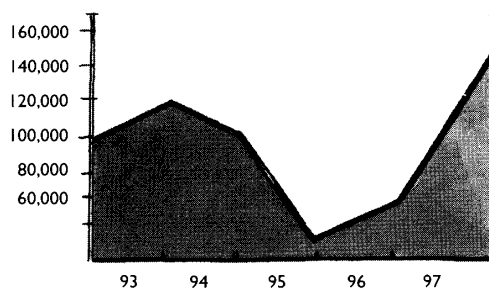
- 1 Money you borrow from a bank for your business.
- 2 What you must pay the bank if you borrow money.
- 3 The continuous increase in the price of things.
- 4 The things you hope to do/achieve within a period of time.
- 5 When a company does not make a profit or a loss.
- 6 When an economy is in a period of reduced and slow business activity.

67.2 Replace the underlined word(s) in each sentence with another word that has the same meaning.

- 1 There has been a slow rise in sales.
- 2 This comes after a dramatic fall last year.
- 3 Fortunately the company is doing well now.
- 4 And it's growing very quickly.
- 5 This is one of their main objectives.
- 6 Profits have risen considerably.

67.3 Look at the graph and complete the sentences on the left with one word for each gap.

- 1 In 1993 sales
- 2 In the following year they
- 3 In 1995 there was a in sales.
- 4 In 1996 business improved and there was a
- 5 And in 1997 sales
- 6 In the five-year period sales by 40,000.



67.4 Fill the gaps to form compound words or common phrases.

- | | | |
|---------------------|--------------|--------------------|
| 1 expenditure | 3 tax | 5 raw |
| 2 stability | 4 rate | 6 profit and |

67.5 Can you answer these questions about your own country?

- 1 What is the current inflation rate?
- 2 If you borrowed \$10,000 from your bank, what would the interest rate be approximately?
- 3 What is the state of the economy at the moment? Is it strong? Is it in recession?
- 4 Do you think businesses are optimistic about the future?
- 5 Has the government reduced company taxes or personal taxes in the last twelve months?
- 6 Has public expenditure risen or fallen in the last twelve months?

68 Sales and marketing

A What is marketing?

People talk about the **marketing mix**. This **consists of** (= it is formed from and includes):
choosing the right **product** (= what a company produces/makes or offers)
selling it at the right **price** (= what it costs to the buyer/consumer)
using the right kind of **promotion** (= the ways to make the product popular and well-known; this includes **advertising**.)
making it available in the right **place** (= where you sell the product and how it reaches the consumer; also known as **distribution**)

This 'mix' is often referred to as the four Ps, and marketing people have the job of matching these things to the needs of **consumers** (= the people who buy and use products). People who buy the products of a particular company are that company's **customers/clients**.

B 'Sales' and 'market'

There are a number of words which combine with **sales** and **market** to form compound nouns and word partnerships which are very common in marketing.

sales figures: the amount you have sold

sales target: the amount you would like to sell in a future period

sales forecast: the amount you think you will sell in a future period, e.g. next year

sales representative: a person who sells a company's products; abbreviated to **sales rep**

sales/marketing manager: the person who runs the **sales/marketing department**

market research: collecting and studying information about what people want and need

market share: the % of a market that a company has, e.g. a 20% market share

market leader: the company or product with the biggest market share

C Competition

Ford Motors is the **market leader** in the UK car industry. Its **main competitors** (= the most important companies in the same market) are Vauxhall and Rover, and it has had to work very hard in recent years to maintain its **market share**. Every time a competitor **launches** a new product (= introduces a new car onto the market), it is harder for Ford to stay in front.

D A company's image

The **image** of a product/company (= the picture or idea that people have of the product/company) is very important in sales and marketing. Some companies want a **fashionable image** (= modern and up-to-date), others do not. For example:



mass-produced (= made in large numbers), **reliable** (= you can trust it), **good value** (= good for the money) functional but boring.



young; exciting, glamorous (= exciting + attractive); often fashionable, dangerous; not very practical.



high quality (= high standard/very good), **luxury** (= expensive and giving great comfort), **high status/prestige** (= important; driven by important people).

Exercises

68.1 The 'marketing mix' consists of the four Ps. Can you remember what they are? Write them down and then check on the opposite page.

68.2 See how many different compound words and word partnerships you can form from the words in the box (you can use a word more than once), then complete the definitions below.

sales	market	manager	share	figures
marketing	leader	research	department	forecast

- 1 A sales is what you think you are going to sell during a future period.
- 2 The marketing will be responsible for all the activities in the marketing
- 3 Sales tell you how much you have sold of a product.
- 4 The market is the company with the largest market in a particular market.
- 5 Market gives you information about what people want, need and buy.

68.3 What knowledge is necessary to be a good sales rep? Complete this text and then try to add a further sentence of your own.

First of all a good sales (1)..... needs to have an excellent knowledge of their company's (2)..... Secondly, he or she needs to know all about the (3)..... of their main (4)..... Thirdly, a sales representative should be familiar with the needs of (5)..... in their particular market, and should obviously be very familiar with the needs of their company's most important (6).....

68.4 Complete this word-building table. Use a dictionary to help you.

Noun	Adjective	Noun	Adjective
.....	exciting	prestige	.....
.....	glamorous	luxury	.....
competition	.....	.....	reliable
fashion	.....	.....	dangerous

68.5 Which nouns or adjectives from the last exercise (or any others from section D on the opposite page), do you associate with these companies and products?

Rolex	Benetton
Coca Cola	Sony
Ferrari	Levis
Swatch	mobile phones

68.6 Can you answer these questions about your own country? If possible, compare your answers with someone else.

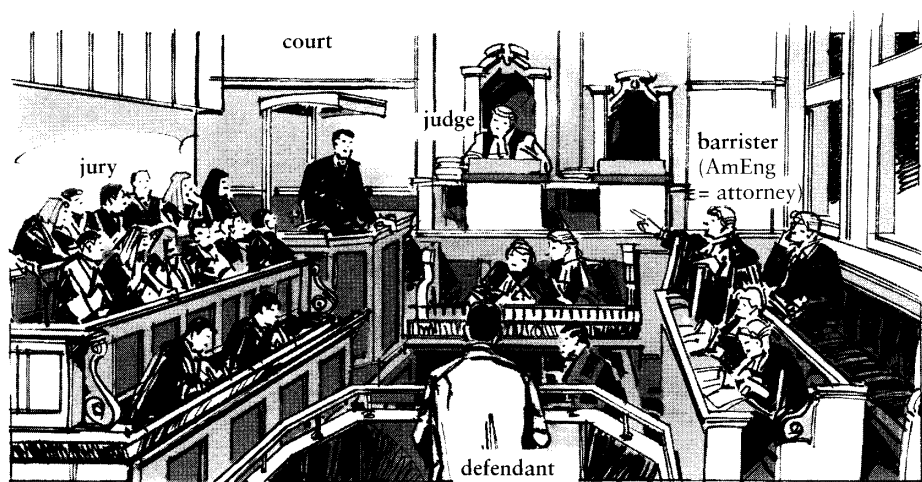
- 1 Which company is the market leader in the motor car industry in your country?
- 2 Do you know its approximate market share?
- 3 Which companies are its main competitors?
- 4 Write down the names of at least two cars that have been launched in the last six months.

80 Law and order

A The police

They do a number of things. When someone **commits a crime** (= breaks the law and does something **wrong / illegal / against the law**) the police must **investigate** (= try to find out what happened / who is responsible). If they find the person responsible for the crime, they **arrest** them (= take them to the police station). At the police station, they **question** them (= ask them questions to find out what they know) and if they are sure the person committed the crime, the person is **charged with** the crime (= the police make an official statement that they believe the person committed the crime). The person must then go to court for trial.

B The court



In **court**, the person charged with the crime (now called the **defendant** or **accused**) must try to **prove** (= provide facts to show something is true) that they did not commit the crime; in other words prove that they are **innocent** (\neq **guilty**). The **jury** listens to all the **evidence** (= information about the crime, for and against the defendant) and then makes their decision.

C Punishment

If the defendant is **convicted of** the crime (= the jury decides that the defendant is guilty), the judge will give the **sentence** (= the punishment). For example, if a person is convicted of murder, the sentence will be many years in **prison**. The person then becomes a **prisoner**, and the room they live in is called a **cell**.

For crimes that are not serious (often called **minor offences**, e.g. illegal parking), the punishment is usually a **fine** (= money you have to pay).

Exercises

80.1 Put this story in the correct order.

- 1 they found both men guilty.
- 2 and charged them with the robbery.
- 3 £10,000 was stolen from a bank in the High Street.
- 4 After the jury had listened to all the evidence
- 5 They were sent to prison for seven years.
- 6 The trial took place two months later.
- 7 and they finally arrested two men.
- 8 They questioned them at the police station
- 9 The police questioned a number of people about the crime

80.2 Answer the questions.

- 1 Who investigates crimes?
- 2 Who sentences people?
- 3 Who live in cells?
- 4 Who decides if someone is innocent or guilty?
- 5 Who defend people and present evidence?
- 6 Who commit crimes?

80.3 Fill the gaps with suitable words.

- 1 I have never the law and a crime.
- 2 In Britain it is the law to drive a car without insurance.
- 3 If you park illegally you will have to pay a
- 4 The police were fairly sure the man committed the crime, but they knew it would be difficult to it in court.
- 5 The jury must decide if the accused is innocent or
- 6 In order to reach their decision, the jury must listen carefully to the
- 7 If the accused is of murder, the may be at least ten years in prison.
- 8 He has been in trouble with the police once before, but it was only a minor

80.4 Read this short story, then write down your response to the questions below, based on your knowledge of the law in your own country.

Two fifteen-year-old boys broke into a house in the middle of the day when the owner was out, and took money and jewellery worth about £900. The owner reported the crime to the police when she returned home at 6 p.m.

- 1 Will the police investigate this crime?
- 2 How will they investigate? What will they do?
- 3 Do you think the police will catch the two boys?
- 4 If they do, what crime will they be charged with?
- 5 Can the boys be sent to prison?
- 6 What do you think the sentence would be? Do you think this is the correct sentence?

Compare your answers with the answer key (based on the situation in the United Kingdom). If possible, discuss your answers with someone else.

8 | Crime

A Against the law

If you do something **illegal** (= wrong / **against the law**), then you have **committed a crime**. Most people commit a crime at some time in their lives, e.g. driving above the speed limit, parking illegally, stealing sweets from a shop when they were children, etc.

B Crimes

<i>Crime</i>	<i>Criminal</i> (= person)	<i>Verb</i>
theft (= general word for stealing)	thief	steal (also take)
robbery (= steal from people or places)	robber	rob
burglary (= break into a shop/house and steal things)	burglar	burgle / break into
shoplifting (= steal from shops when open)	shoplifter	shoplift
murder (= kill someone by intention)	murderer	murder
manslaughter (= kill someone by accident)	–	–
rape (= force someone to have sex)	rapist	rape

C Crime prevention

What can governments do to **fight** crime (= take action to stop crime)? These things happen in some countries, although many people may think they are not a good idea.

Police **carry** (= have) guns.

Police **are allowed to** (= are permitted to) stop anyone in the street and question them.

The courts give **tougher punishments** for crimes committed than in the past (e.g. bigger fines or longer prison sentences than in the past).

There is **capital punishment** (= death, e.g. by electric chair or hanging) for some crimes.

What can individuals do to **prevent** a crime **from** happening (= stop a crime happening)?

Here are things some people do to **protect themselves** and their **property** (= home and land), although you may not think they are all a good idea.

Don't walk along **dark streets late at night** (e.g. midnight) **on your own** (= alone).

Lock all doors and windows when you go out.

Don't wear expensive jewellery.

Leave lights **on** at home when you go out.

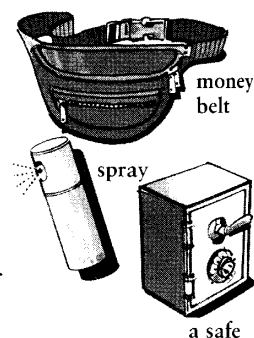
Fit (= install) a **burglar alarm** (= a machine which makes a noise if someone enters your home).

Make sure your money is safe, e.g. wear a **money belt**.

Carry a mace **spray**. (This is a chemical and if you spray it in someone's face, it is very unpleasant. In some countries you are allowed to carry this type of spray.)

Put money and **valuables** (= valuable possessions) in a **safe** (= a strong metal box, which is very difficult to open or break).

Keep a gun in your house for **self-defence** (= to protect yourself if someone attacks you).



Exercises

These exercises also revise some vocabulary from Unit 80.

81.1 Organise the words in the box into three groups: crimes, people, and places.

murder	thief	prison	barrister	robbery	
burglar	cell	criminal	court	rape	shoplifting
manslaughter	judge	prisoner	jury	police station	

81.2 Respond to these statements or questions confirming the crime in each one.

- 1 A: He broke into the house, didn't he?
B: Yes, he's been charged with
- 2 A: He killed his wife?
B: Yes, he's been charged
- 3 A: She stole clothes and jewellery from that department store, didn't she?
B: Yes, and she's been
- 4 A: The man on the motorbike didn't mean to kill the boy.
B: No, but he's been charged
- 5 A: He took the money from her bag?
B: Yes, but they caught him and he's been

81.3 How safe and secure are you? Answer these questions, *yes* or *no*.

- | | | |
|---|----------------|---------------|
| 1 Do you often walk in areas which are not very safe? | <i>yes</i> = 1 | <i>no</i> = 0 |
| 2 Do you often walk on your own in these areas late at night? | <i>yes</i> = 2 | <i>no</i> = 0 |
| 3 Do you wear a money belt when you go out? | <i>yes</i> = 0 | <i>no</i> = 1 |
| 4 Do you wear an expensive watch or expensive jewellery? | <i>yes</i> = 1 | <i>no</i> = 0 |
| 5 Do you check doors and windows before you go out when your home is empty? | <i>yes</i> = 0 | <i>no</i> = 2 |
| 6 Do you have a burglar alarm? | <i>yes</i> = 0 | <i>no</i> = 1 |
| 7 Do you leave lights on when you go out? | <i>yes</i> = 0 | <i>no</i> = 1 |
| 8 Is there someone who protects the building while you are out? | <i>yes</i> = 0 | <i>no</i> = 2 |
| 9 Do you have a safe in your home? | <i>yes</i> = 0 | <i>no</i> = 1 |

Now add up your score: less than 3 = very, very safe; 3–5 = quite safe; 6–8 = you could take a lot more care; more than 8 = you are a dangerous person to know!

81.4 Fill the gaps in these questions with a suitable word.

- 1 Do you think the police should guns?
- 2 Do you think the police should be to stop and question people without a special reason?
- 3 Do you agree with capital for certain crimes such as murder?
- 4 Do you think it should be legal for people to carry a mace
- 5 Do you think people should be allowed to use a gun or knife in self-.....?
- 6 Do you think tougher punishments will help to crime?

What is your opinion on these questions? Discuss them with another person if possible.

83 Bureaucracy

A What is it?

Bureaucracy refers to the official rules and procedures used by officials (= **bureaucrats**) to control an organisation or country. For many people it is a negative word as it often means unnecessary rules, long waits, and lots of documents and forms.

B Documents

When you need to **obtain** (= get) or show documents, it is important that you know the names of them. Here are some important ones:

passport

identity card: a card with your name, date of birth and photo to show who you are. Great

Britain is one of the few countries where people still do not have identity cards.

driving licence: the official document which permits you to drive on public roads.

visa: this gives you permission to enter, pass through or leave a country.

certificates: official pieces of paper stating certain facts, e.g. a **birth certificate** gives facts about your birth, and **exam certificates** state you have passed certain exams.

Officials often **check** (= look at and examine) your documents, e.g. the police may check your driving licence; passport officials may check your identity card.

Some of these documents are for a fixed period of time, e.g. a visa may be for six months.

At the end of that time, your visa **runs out** (*infml*) / **expires** (*fml*) (= it finishes / comes to an end). If you want to stay in the country you must **renew** it (= have a new one for a further period of time). You can **renew** a visa, a passport, a membership card for a club, etc.

C Forms

There are also situations where you need to **fill in** (= complete) forms. Here are some:

landing card: a form you may have to fill in when you enter another country.

enrolment form: a form you often fill in when you do a course, go to a school or college, etc. It may also be called a **registration form**.

application form: a form to write details of yourself, often when applying for a job.

With almost all forms, you will need to **sign** them (= write your **signature**), e.g:

signed



D Formal language

Here are some formal written expressions and their spoken English meanings.

Written

Spoken

date of birth

= When were you born?

country of origin

= Where do you come from?

marital status

= Are you single or married?

date of arrival

= When did you arrive?

date of departure

= When are you leaving? (or when did you leave?)

E Bureaucratic problems

We often associate bureaucracy with problems. For example, you may have to **queue** (v, n) (= wait in a line) to get an official piece of paper or have it **stamped**.

Exercises

83.1 Write down at least two words which can be used before these nouns.

- | | | | |
|---------|-------------|---------|---------|
| 1 | card | 3 | licence |
| | | | |
| 2 | certificate | 4 | form |
| | | | |

83.2 Complete these sentences with a suitable word.

- Will you need to a visa if you go to the United States?
- I was surprised that nobody my passport when we arrived in France.
- Could you this form, please?
- They sent the form back to me because I had forgotten to it at the bottom.
- I'm afraid my visa next week, so if I want to stay here I will have to it. But I don't think it'll be a problem.
- You should get there early because there are always long, and you may have to wait quite a long time.
- I want to do an English course in London, so I wrote to a few schools and asked them to send me an form.

83.3 How many of these documents do you have?

- | | |
|------------------------|--|
| a passport | an identity card |
| a driving licence | a TV licence |
| a birth certificate | a degree certificate (from a university) |
| a marriage certificate | an exam certificate for an English exam, e.g. Cambridge, Oxford or ARELS |

83.4 Complete these sentences with a suitable paraphrase.

- What's your date of birth? In other words, when?
- What's your country of origin?
- What's your marital status?
- What was your date of arrival?
- When's your date of departure?

83.5 I asked some English people what they felt about bureaucracy and also about problems they had had with bureaucracy. What about you? How do you feel? Have you had any problems? Write down your thoughts and problems, then compare them with the replies from British people in the answer key.

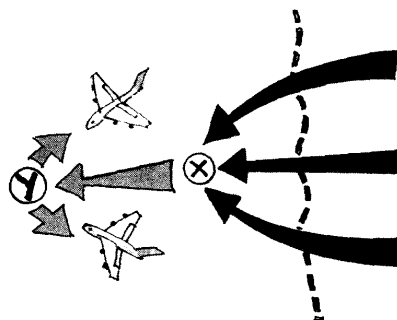
-
-
-

84 War and peace

A The outbreak (= start) of war

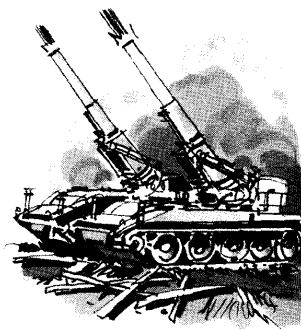
Wars often start because of a **conflict** (= strong disagreement) between countries or groups of people, about **territory** (= land that belongs to one group or country). Look at the diagram on the right and read the text on the left.

Country A **invades** country B (= A enters B by force and in large numbers), and **captures** (also **takes** / **takes control of**) the city of X. Soldiers from country B have to **retreat** (= go backwards; ≠ to advance) to the city of Y. A's army and air force continue to **attack** the city of Y (= take violent action to damage it), but B's soldiers **defend** it (= take action to protect it) successfully.



B A war zone

The area around the city of Y is now the main **war zone** (= the area where the fighting is happening). Country B has asked for help from its **allies** (= countries who are friends with country B). The allies send aid (= help) in the form of extra **troops** (= large groups of soldiers) and **supplies** (= food and other things that are needed every day, e.g. blankets and medicine) to help. There is **shelling** (= **firing of guns and explosives**) of the city every day and hundreds of soldiers are either killed or **wounded** (= injured while fighting). Many **civilians** (= ordinary people who are not in the army) are killed as well.



C Peace talks

For the civilians who are still **alive** (≠ dead), the situation gets worse. As winter approaches, food supplies **run out** (= they are almost gone/finished) and there is no electricity. The soldiers get tired, and both sides begin to see that neither side can win the war; they agree to meet for **peace talks** (*pl*) (= talks to try to negotiate a **peace settlement** / an end to the war). After some time they agree to a **ceasefire** (= a period of no fighting).

D Terrorism

This is violent action for political reasons. People who do this are **terrorists**, and a common terrorist crime is **hijacking** (= to take control of a bus, train, ship or plane; the people on board then become prisoners). The main purpose of hijacking is to use the prisoners (called **hostages**) in order to **bargain** for something (= to demand something in exchange for the hostages). The terrorists may agree to **release** (v, n) the hostages (= permit the hostages to go free) if a government agrees to give the terrorists money or release other terrorists.

Exercises

84.1 Match the words on the left with the correct definition on the right.

- | | |
|-------------|---|
| 1 ally | a land controlled by a country |
| 2 release | b stop fighting |
| 3 conflict | c permit to go free |
| 4 troops | d injure while fighting |
| 5 invade | e large groups of soldiers |
| 6 wound | f friendly country |
| 7 territory | g strong disagreement |
| 8 ceasefire | h enter another country by force and in large numbers |

84.2 Use opposites to contradict what the speaker says in the sentences below. Look at the example first.

Example: A: Is the soldier dead?

B: No, he's still alive.

- 1 A: Will they agree to a ceasefire?
B: No, they'll
- 2 A: Do you think the army will try to advance when the weather improves?
B: No, I think
- 3 A: Do the people still have lots of food?
B: No, they're beginning to
- 4 A: Is the town mostly full of soldiers?
B: No, they're
- 5 A: Do you think they'll keep the hostages for a long time?
B: No, I'm sure they'll

84.3 When we repeat an idea in a text we often try to avoid using the same word twice. Read this text and find examples of words being used as synonyms for previous ideas. The first one has been done for you (food and medicine = supplies).

THERE is a desperate need for food and medicine, but with the town surrounded, the lorries are unable to bring in essential supplies. We have seen ordinary people in the street giving some of their meagre rations of food to the soldiers who are defending them, but very soon the troops will be just as hungry as the civilians if the situation gets any worse.

Meanwhile, the centre of the town is being slowly destroyed. There is almost daily shelling of the buildings that still stand, and this morning we witnessed gunmen firing at almost

anyone who dared to go out into the streets. One old woman was hit in the leg and we saw at least two others who were quite badly wounded as well.

Aid agencies have appealed to the soldiers to allow them to enter the town, but so far the General in command has even refused to let anyone in, including doctors and nurses. Many fear it is now only a matter of days before the town is captured, and if this happens, the army could take control of the whole region within weeks.

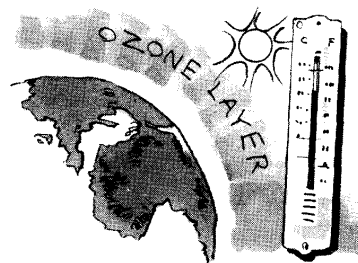
84.4 Can you answer these questions with two reasons for each one? If possible, discuss your answers with someone else before checking with the key.

- 1 Why do terrorists take hostages?
- 2 Why do some governments always refuse to agree to terrorist demands?

85 Pollution and the environment

A Important definitions

People are more worried about the **environment** (= the air, water, and land around us) as a result of the **harmful** (= dangerous/damaging) effects of human activity. Some of these activities cause **pollution** (= dirty air, land and water) and some are **destroying** the environment (= damaging it so badly that soon parts will not exist). Here are some of the problems:



the ozone layer: a layer of gases which stop harmful radiation from the sun reaching the earth; recent research shows that there is now a hole in parts of the ozone layer.

global warming: an increase in world temperature caused by an increase in carbon dioxide.

acid rain: rain that contains dangerous chemicals; this is caused by smoke from factories.

B The 'greens'

Because of these problems, there are many groups of people whose aim is **conservation** (= the **protection** of natural things, e.g. plants and animals). They are often referred to as **greens**, e.g. 'Greenpeace' and 'Friends of the Earth'.

C Common causes of damage

smoke from factories



car exhaust fumes



dumping (= throwing away) industrial waste (= unwanted material) in seas and rivers



aerosol cans (usually called **sprays**). Some of these contain **CFCs** (= a chemical) which can damage the ozone layer.



cutting down tropical rainforests (e.g. The Amazon). This increases carbon dioxide in the atmosphere.



D How can we help?

- Don't **throw away** bottles, newspapers, etc. Take them to a **bottle bank** or newspaper bank, and then they can be **recycled** (= used again).
- **Plant** more trees.
- Don't **waste** (= use badly) **resources**, e.g. water, gas. Try to **save** (≠ waste) them.

Note: a **resource** is a valuable possession. There are **natural resources**, e.g. water or gold; and **human resources**, e.g. knowledge and skills. The word is usually plural.

Exercises

85.1 Fill the gaps to form a compound noun or phrase from the opposite page.

- | | |
|-------------------|--------------------------|
| 1 the layer | 5 warming |
| 2 rain | 6 fumes |
| 3 waste | 7 rainforests |
| 4 a bottle | 8 natural or human |

85.2 Complete these word-building tables. If necessary, use a dictionary to help you.

<i>Noun</i>	<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>
waste	.....	damage	.....
.....	protect	environment	.....
.....	destroy	harm	.....
pollution	.....	danger	.....
damage	.....	.....	safe

85.3 Complete the definitions.

- Conservation is the protection of natural things, e.g. and
- Acid rain is rain that contains dangerous chemicals. It is caused by
- The ozone layer is a layer of gases that stop dangerous radiation from the sun from reaching
- Global warming is an increase in world temperature caused by an increase in
- CFC (chlorofluorocarbon) is a chemical which

85.4 If we want to look after the environment, there are certain things we should and shouldn't do. Complete these two lists in suitable ways.

We should:

- paper, bottles and clothes.
- tropical rainforests.
- more trees.
- water and energy.

We shouldn't:

- paper, bottles and clothes.
- the ozone layer.
- water and energy.
- tropical rainforests.

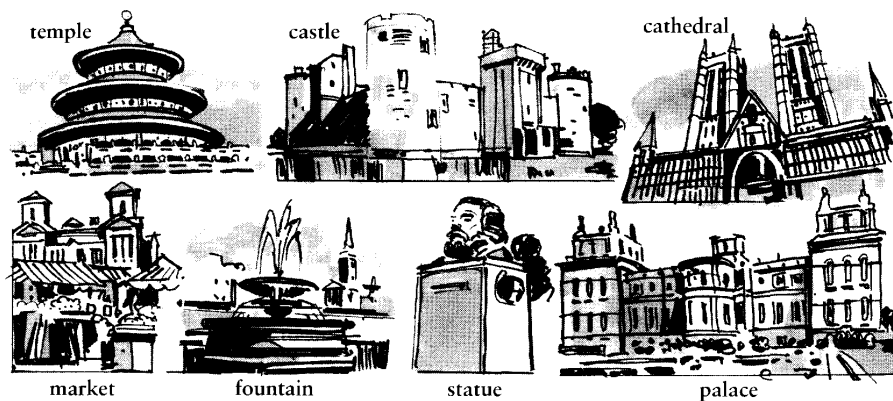
85.5 Test your knowledge of words from the opposite page and 'green' issues. Are these statements *true* or *false*?

- CFCs protect the ozone layer.
- 'Greens' believe in conservation.
- A hole in the ozone layer could increase skin cancer.
- Cutting down tropical rainforests increases the amount of carbon dioxide in the atmosphere.
- Plastic cannot be recycled.

88 A sightseeing holiday

A Sightseeing

You may **do a bit of sightseeing** on holiday, or you may **do a lot of sightseeing**, but you will probably go to a museum or art gallery, and see or visit some of these things:



Many people go on a **sightseeing tour** of a town (usually in a bus); they can also **go on a tour of the castle / the cathedral / the art gallery**, etc. When you are sightseeing, it helps to buy a **guidebook** (= a book of information for tourists) and a **map** of the town you are in.

B Things that tourists often do on holiday

look round the shops / have a look round the shops
 take photographs
 spend a lot of / lots of money
 buy **souvenirs** (= typical products from the country)
 get lost (= lose their way)
 go out most evenings (= go to different places for social reasons, e.g. restaurant or disco)
 have a **good/great time** (= enjoy themselves)

C Describing 'places'

The word **place** is very common and can describe a building, an area, a town, or country:

Bruges is a lovely **place** (= town) and we found a really nice **place** (= hotel) to stay.

The town is full of interesting **places** (= areas/buildings).

These words are often used when we describe places:

Venice is beautiful but it's always **packed** (= very crowded/full) with tourists in the summer.

New York is very **cosmopolitan**. (= full of people from different countries and cultures)

Vienna has lots of **historical monuments**. (= places, e.g. castles, built a long time ago)

Many beautiful cities have become very **touristy**. (= a negative word: 'too much tourism')

Sao Paulo is a really **lively** place (= full of life and activity) and the **night-life** is fantastic.

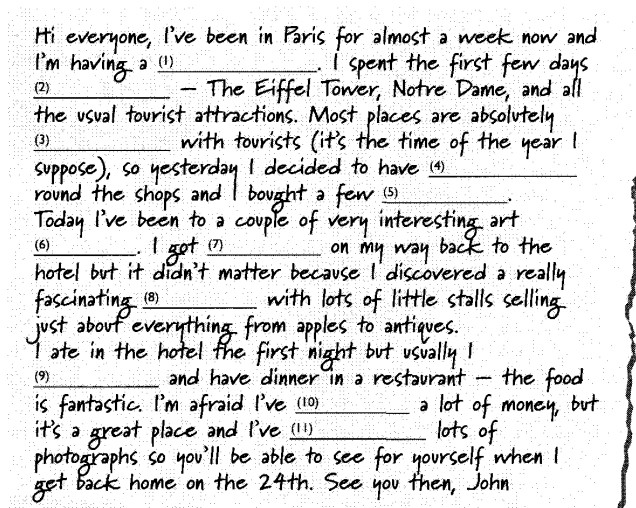
Note: If you want to ask if it is 'a good idea' to visit a place, you can use **worth + -ing**:

A: If I go to Scotland, is it **worth spending** a few days in Glasgow?

B: Yes definitely. And if you want to travel round a bit, it's **worth renting** a car.

Exercises

- 88.1** Complete this postcard that John sent to his family while he was on holiday. You may need a word or phrase in each space.



- 88.2** Which of these places do you usually visit or go to when you are on holiday?
 museums art galleries churches/cathedrals tourist shops concerts
 discos / night clubs castles/palaces/temples the cinema markets restaurants
 bars the theatre
- 88.3** Confirm the information in the questions without repeating the same words and phrases. Use words and phrases from the opposite page.
Example: A: You've got quite a few pictures, haven't you?
 B: Yes, we took lots of photos.
- A: Is it a nice city?
 B: Yes, it's a
 - A: There's a big mix of people in New York, isn't there?
 B: Yes, it's very
 - A: Was it very crowded?
 B: Yes, it was
 - A: There's a lot to do in the evenings, isn't there?
 B: Yes, the
 - A: Did you enjoy yourselves?
 B: Yes, we
- 88.4** Without using one town more than twice, name a town or city in your country which is:
 lively packed with tourists in the summer
 cosmopolitan famous for its historical monuments
 very touristy really worth visiting if you are interested in architecture
 not worth visiting

97 Vague language

Vague means 'not clear or precise or exact'. For example, we can say:

I have a **vague idea** where it is. (= I know the general area but I don't know exactly where)

I have a **vague memory** of the game. (= I can remember bits of it but not very clearly)

In spoken English we often use words which are very vague.

A Thing(s)

- To refer to actions, ideas and facts:
The main **thing** (= fact) about John is that he likes everything to be organised.
Hitting that young child was a terrible **thing** (= action) to do.
- To refer to countable objects (often the speaker and listener know what the object is, or the speaker has forgotten the name of it at the moment of speaking):
What's that **thing** (bicycle) doing in the house?
Put those **things** (cups and saucers) in the cupboard.
- To refer to a general situation:
How are **things** at school? (= school in general)
Recently, **things** (= life in general) have been going really well.

B Stuff

We generally use **stuff** (*informal*) to refer to uncountable nouns (or a group of countable nouns) when it is not necessary to be precise and give the exact name. Often the listener knows what the speaker is talking about.

Just leave that **stuff** (= different items of clothes) on the floor. I'll clear it up.

I never use that biological **stuff** (= washing powder) in my machine.

C (A) sort of ...

This is used to describe something when you are not being very exact or precise. Sometimes it is not possible to be exact, and sometimes you cannot find the exact word you want.

The walls are a **sort of** yellowy colour. (= not exactly yellow, but similar to yellow)

It's a **sort of** horror film. (= not exactly a horror film, but similar to one)

He gets ... uh sort of ... nervous when you mention the word 'exams'.

D A bit

It often means 'a little', but it is very common in spoken English, and sometimes it may be used more generally to mean a little or even quite a lot.

Could you speak up a **bit** (= a little). I can't hear you very well.

I thought the hotel was a **bit** (= quite) expensive, actually.

E Approximately

These words have the same meaning but **approximately** is more formal than the others:

The train should arrive in **approximately** twenty minutes.

It's **about** three miles to the house.

There were **roughly** twenty people at the party.

We are expecting 100 guests, **more or less**.

Exercises

97.1 What could *thing(s)* and *stuff* refer to in these sentences?

- 1 I never wear that stuff; it's got such a strong smell.
- 2 This thing has got stuck in the lock.
- 3 I bought a couple of bottles when I was in Scotland. It's great stuff.
- 4 We don't need these things. We can eat the chicken with our fingers.
- 5 What's that white stuff called that you mix with water to make bread?
- 6 There was a great thing on television last night about elephants.
- 7 I couldn't get any more stuff in my suitcase.
- 8 It's a wonderful thing and keeps my young children occupied for ages.
- 9 I don't know why I bought that thing – it's too heavy for me to carry even when it's empty.
- 10 It's good stuff. My hair feels really soft, and it didn't cost a lot.

97.2 Add a few words and phrases from the opposite page to make this conversation less precise and more natural.

- A: How many people were at the conference?
 B: 400
 A: Did you enjoy it?
 B: Yes
 A: You don't seem very sure.
 B: Well, there were some good events, but it was too long.
 A: And did you go to John's talk?
 B: Naturally
 A: How did it go?
 B: Well he was nervous at the beginning, but he soon got more confident and I think it went really well.
 A: Did he have a big audience?
 B: 75
 A: That's good, isn't?
 B: I think John was disappointed – he wanted at least a hundred.

97.3 Reply to each of these questions with a suitable 'vague' response.

- 1 A: Did you get everything you wanted?
 B: Yeah
- 2 A: Was it expensive?
 B: Yeah
- 3 A: Did you say the walls were blue?
 B: Yeah
- 4 A: Will there be twenty chairs in the room?
 B: Yeah
- 5 A: Is it a very serious film?
 B: Yeah
- 6 A: Are you tired?
 B: Yeah

97.4 Think about similar words and phrases that you use when speaking your own language. How many direct translations can you find for the words and phrases on the opposite page?

99 Formal and informal English

Most English that you learn can be used in a wide range of situations. But you will also hear or see language that is formal or informal, and sometimes very formal or very informal. You need to be more careful with this language because it may not be suitable in certain situations. (They are marked *fml* and *infml* throughout the book.)

A Formal English

Formal English is more common in writing than speaking. It is found in notices, business letters, and legal English; but you will also hear examples in spoken English.

Cafe notice: Only food **purchased** (= bought) here may be eaten on the **premises** (= here).

Police statement in court: I **apprehended** (= stopped) the accused outside the supermarket.

Theatre announcement: The play will **commence** (= start) in two minutes.

Formal business situation: The meeting will **resume** (= start again) this afternoon at 2 p.m.

Lawyer: My client had a broken ankle. **Thus** (= so) he could not have driven the car.

Formal letter: I **regret to inform you** (= I am sorry to say) that we are **unable to** (= can't) **grant** (= give) you ...

Announcement: If you **require** (= need) **further assistance** (= more help), please contact ...

Outside a pub: Parking for **patrons** (= customers) only.

B Informal English

In general, informal language is more common in spoken English than written English.

Certain types of language are often informal:

- most uses of **get** are informal (See Unit 21 for more details)
- many **phrasal verbs** are informal (See Units 16 and 17 for more details)
- many **idioms** are informal (See Unit 18 for more details)

Here are some examples using words from above and other common informal words:

I had to go and **pick up** (= collect) the **kids** (= children) from school.

My flat is very **handy** for the shops. (= near the shops and very convenient)

I managed to **fix up** (= arrange/make) an appointment for 7.30.

I thought the book was **terrific** (= marvellous).

Most of the students are **bright** (= intelligent) but one or two are really **thick** (= stupid).

I offered him ten **quid** (= pounds) but the **guy** (= man) wasn't interested.

I **reckon** (= think) we'll **get** (= obtain) the money **pretty** (= quite) soon.

What's up? (= What's the matter?)

We must **get in touch with** them (= contact them) very soon.

Do you fancy going out? (= Would you like to go out?) Note the **-ing** form after **fancy**.

When you **get** (= reach/arrive) there, **have a word with** (= speak to) someone at reception.

I'm just going to the **loo** (= toilet).

C Slang

This is a form of very informal language. It includes words used by particular groups of people (e.g. some young people may refer to 'drugs' as **dope**), and also words which many people think are impolite and unacceptable in most situations. You should probably not use these words, but some of them are quite common. The word **piss** (= urinate / go to the toilet) for example, is often used metaphorically in these slang expressions:

piss off (= go away); he was **pissed** (= drunk); it's **pissing with rain** (= it is raining heavily)

Exercises

99.1 Put the words on the left into the correct columns in the table.

purchase handy
loo resume
thus terrific
quid commence
apprehend reckon
guy

<i>Formal</i>	<i>Informal</i>

Now find a synonym for each of the words from this list.

therefore toilet convenient catch/stop start man start again
pound think fantastic buy

99.2 Rewrite these sentences in more informal English.

- 1 When are you going to collect your bicycle?
- 2 Most of these children are very clever.
- 3 I think it'll commence quite soon.
- 4 Would you like to go out for a meal?
- 5 My flat is five minutes from where I work, thus it is very convenient.
- 6 What's the matter?
- 7 The man in the market wanted twenty pounds for this ring.
- 8 Where did you purchase that book?
- 9 They'll never apprehend him.
- 10 I'm just going to the toilet.

99.3 Now rewrite this letter in more suitable formal English.

Dear Mr Collins

We're really sorry to say that we can't lend you the sum of five hundred quid that you need, but it may be possible to give you a loan for some of the money.

If you are still interested, do you fancy getting in touch with our main office to fix up an appointment with the assistant manager. He will be happy to talk to you about it.

Yours sincerely

99.4 Dictionaries will tell you if a word is formal or informal. Use your dictionary to find out if these underlined words are either formal or informal.

- 1 I couldn't attend the meeting.
- 2 I thought the film was a drag.
- 3 Someone has pinched my pen.
- 4 He's a nice bloke.
- 5 Smoking isn't permitted.